DOCUMENT RESUME

ED 298 326 CE 050 900

TITLE	A Combined Model for Program Vitality Assessment and Socioeconomic Impact Analysis. Study's Findings. Annotated Bibliography (State-of-the-Art).
INSTITUTION	Texas Southern Univ., Houston.
SPONS AGENCY	Texas Higher Education Coordinating Board, Austin.
PUB DATE	88
NOTE	166p.
PUB TYPE	Reports - Research/Technical (143) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; Educational Resources; Evaluation Criteria; *Models; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Socioeconomic Influences; Vocational Education

ABSTRACT

This document contains both the findings and recommendations from a study conducted to develop a combined model for program vitality assessment and socioeconomic impact analysis of vocational programs in public postsecondary institutions in Texas, and an annotated bibliography resulting from the project. The principal findings of the study were as follows: (1) the utility of the Program Vitality Assessment and Socioeconomic Impact Model (PVASIA) and the prototype assessment lies in determining the reliability and validity of data elements, including the variables and performance measures contained in it; (2) in determining the economic impact of programs, the findings indicate that impacts such as reduced unemployment, improved health services, and improved productivity were perceived as more important than the input and output variables involving program dollar expenditures. Further testing of the model was recommended. The annotated bibliography includes research studies found through an Educational Resources Information Center (ERIC) search and other sources. Complete bibliographic information and abstracts of the sources cited are provided. (KC)

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ED298326

A COMBINED MODEL FOR PROGRAM VITALITY ASSESSMENT AND SOCIOECONOMIC IMPACT ANALYSIS

- Study's Findings
- Annotated Bibliography
  (State -of-the -Art)

Prepared for

Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes Division
Carl D. Perkins Vocational Education Act

CE 050 900

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This project was funded by the Texas Higher Education Coordinating Board through a grant utilizing funds from the Carl D. Perkins Vocational Education Act.

Project Number 88100204

Project Year FFY 1988

RESEARCH ADVISORY
TASK FORCE - for the study:

A COMBINED MODEL FOR PROGRAM VITALITY ASSESSMENT AND SOCIOECONOMIC IMPACT ANALYSIS (PVASIA)

Center for Urban Programs
Texas Southern University

Dr. Claudia Moore
Project Monitor
Coordinating Board
Texas College and University System

Dr. Mark Nigliazzo
Galveston College

Dr. Curtis Ivery
El Centro College*

Dr. Scott Wright
Odessa College*

Dr. Kittye Mooring
Head, Department of Business Education
Texas Southern University

Dr. Mitchell Allen
Head, Department of Visual Communications Technology
Texas Southern University

Dr. Naomi W. Lede'
Study Director
Dean, Center for Urban Programs
Texas Southern University

Dr. Michael Green
North Harris County College*

George H. McShan
Texas State Technical Institute Harlingen*

Dr. Theodore Ingram
Head, Department of Electronic Engineering Technology
Texas Southern University

EX OFFICIO:

Dr. Robert Prater
Dean, School of Technology
Texas Southern University

PILOT INSTITUTIONS

. NORTH HARRIS COUNTY COLLEGE
. ODESSA COLLEGE
. EL CENTRO COLLEGE
. TEXAS STATE TECHNICAL INSTITUTE

RESEARCH ASSISTANTS

Khosro Godazi
Kathy A. Goode
Rosalyn Murray
Brenda J. Oliver
Brenda Henderson

ADMINISTRATIVE ASSISTANT

Shirley J. Oliver

STUDENT ASSISTANTS

Sunee Sombustri
Edith A. Love

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PREFACE

This study was conducted to develop a combined model for program vitality assessment and socioeconomic impact analysis. The main emphasis of the study was to delineate those methodologies, approaches, and techniques perceived to have the potential for yielding data for use in making decisions relative to the continuance/reduction/discontinuance of postsecondary vocational and technical instructional programs. The findings and recommendations of the study are included in this report.

A number of individuals assisted in the development of this manual, either through discussions or by comments throughout the period of research. Among the contributors were Dr. Claudia Moore, project monitor for the Texas Higher Education Coordinating Board's Community Colleges and Technical Institutes component for technical and vocational education and an Advisory Task Force consisting of Mark Nigliazzo of Galveston College, George McShan of Texas State Technical Institute (Harlingen), Scott Wright of Odessa College, Michael Green of North Harris County, and Curtis Ivery of El Centro College. Several individuals made invaluable contributions through their participation in all phases of the study. Kathryn Goode, Brenda Oliver, and Brenda Henderson developed the state-of-the-art document; assisted in the design, pilot testing, and preparation of the final drafts of the findings of the research and the development of the manual of procedures. Femi S. Onabajo, Kathryn Goode, and Khosro Godazi were responsible for developing the accompanying data analysis computer software package. They were assisted by Jack Calvin, an expert in the development of computer software packages. In addition, others who provided insights and comments include Dr. Kittye Mooring, Dr. Theodore Ingram, and Dr. Mitchell Allen. Dr. Mooring guided the development of the review of literature, assisted in writing preliminary drafts of the findings; and reviewed the key definitions used in the manual of procedures. Dr. Ingram and Dr. Allen provided supervision during critical stages in the development of the computer software package. Two individuals struggled with me through more than one draft and made invaluable contributions, particularly in tasks involving planning meetings for the Advisory Group, arranging travel and notifying members of meetings, Rosalyn Murray and Shirley Oliver.

The combined Model for Program Vitality Assessment and Socioeconomic Impact Analysis was developed pursuant to grant from the Texas Higher

Education Coordinating Board, Community Colleges and Technical Institutes Division, Carl D. Perkins Vocational Education Act, 1988. Opinions expressed in this study do not reflect, nor should they be construed as policy or opinion of the Texas Higher Education Coordinating Board or its staff.

Naomi W. Lede', Ph.D.
Principal Investigator
Texas Southern University
June, 1988

PROGRAM VITALITY AND SOCIOECONOMIC IMPACT ASSESSMENT: A MANUAL OF PROCEDURES

I. EXECUTIVE SUMMARY

The project is designed to develop a comprehensive methodology for assessing the vitality and socioeconomic impacts of technical and vocational programs offered by public post secondary institutions in Texas. The objectives of the model include: (1) development of a comprehensive review of related literature of program evaluation approaches, including assessment techniques, appropriate models of approaches to program vitality assessment and socioeconomic impact analysis; (2) the delineation of model approaches to program vitality assessment and socioeconomic impact analysis; (3) a comparison of the various models and techniques to determine their efficacy for possible use: and (4) based on the achievement of the aforementioned objectives, the design and testing of a model for program vitality assessment and socioeconomic impact analysis.

Funded through the Texas Higher Education Coordinating Board, Division of Community Colleges and Technical Institutes through vocational education support from the Carl Perkins Vocational Education Act, the Model offers a framework for developing a reliable data base to support decisions relative to program continuance/reduction/discontinuance.

The general and specific findings of the study are provided below:

General Findings

1. The utility of the Program Vitality Assessment and Socioeconomic Impact Model (PVASIA) and the prototype assessment included in the Appendices of the Manual lies in determining the reliability and validity of data elements, including the variables and performance measures contained in it. Extensive review, experimentation, and validation of procedures will be needed before it can be concluded that the Model, or parts of it, is feasible from the standpoint of its application.

2. In determining the economic impact of programs, the findings indicate that impacts such as reduced unemployment, improved health services, filling jobs for specific employers in local areas, improved productivity of the the labor force were perceived by respondents to be more important than the input and output variables involving program dollar expenditures by faculty/staff, students, and visitors. Adjustments were made in the Model's methodology to reflect a greater emphasis on the former rather than the latter variables.

Specific Findings

1. The criterion-referenced measures and norm-referenced variables included in the Model compare favorably with those identified by previous researchers. The judgments made by respondents to the "variable evaluation survey" and program directors during the pilot testing of the Model were compared. There was little variation in the judgments made by the two groups. Both groups responded favorably to the variables utilized in the Model.

2. The findings of the study revealed that the Model is comprehensive in scope, and the respondents that were exposed to the Model felt that it was unique to postsecondary vocational and technical programs. It includes variable items for determining both program vitality and socioeconomic impact. The responses further revealed that the Model has the potential to compile and disseminate uniform data for making comparisons and decisions about postsecondary vocational and technical programs.

3. Apart from the difficulties in sequencing the various performance measures and other indicators for program vitality and socioeconomic impact assessment, the consensus among respondents was the assessment and diagnostic value of the model was considerable.

4. The Program Vitality Assessment and Socioeconomic Impact Assessment (PVASIA) Model contains data elements that will be useful to postsecondary vocational and technical institutions and programs who are required to conduct institutional self-studies for the Southern Association of Colleges and Secondary School (SACS). The data requirements for the (PVASIA)Model under specific elements of the Model (i.e., instructional quality, facilities and resources, mission statement, etc.) may be used to meet specific criteria for accreditation by SACS.

5. The methodology for applying the Model has been simplified so that administrators, program directors, and others will have little or no difficulty in using the (PVASIA) Model. The Model has been tailored to the needs of those postsecondary vocational and technical institutions with or without computer facilities. The prototype instruments included in the Appendices of the Manual may be completed and submitted in lieu of "computer derived" assessments.

6. The pilot testing of the Model produced positive results relative to identifying meaningful criteria and other performance indicators, all of which are consistent with the study's goals and objectives.

7. After the Model was developed, the next phase involved determining whether or not the instrument was useful or valid in its basic application. The findings indicate that the conceptual design of the Model and its data elements correspond to aspects of content validity (i.e., face validity) and criterion-related validity (formerly referred to as concurrent and predictive validity). There is strong evidence to suggest that a high degree of consistency or agreement existed among respondents to the study, particularly in their judgments and observations about the Model.

8. There is need to evaluate the data elements further. With each use or reuse, a greater backlog of data can be built for comparative purposes and tests of reliability and validity. Based on the pilot tests of the (PVASIA) Model it must be concluded that the Model and software package provide an effective means for assessing program vitality and socioeconomic impact.

9. To determine whether postsecondary vocational and technical institutions should continue/reduce/discontinue certain programs, the assessment Model provides a uniform

methodology for collecting vitality trends. With these data, institutions can make forecasts, develop strategic plans and projections about the future outlook for programs. Postsecondary vocational and technical programs can make needed changes if warranted by the data and/or take whatever corrective steps needed to facilitate the continued vitality and growth of programs.

10. Most of the problems encountered during the pilot testing phases were related to providing information needed to complete the prototype instruments. Some of the program directors that applied the model to programs indicated that they did not have access to data for a five-year period. Others indicated that data were available for certain years, but not for all years. Several respondents stated that the data required to complete the Model could be located in various offices at the institutions. To expedite the completion of the Model, institutions encountering these problems would need to centralize the location of data on all programs. Use of the PVASIA Model will serve as the incentive for developing a centralized database for all programs.

Recommendations

Two major recommendations resulted from the study's findings, including:

1. It is recommended that further study be conducted on the Model to determine the extent to which it can be adapted to diverse vocational and technical programs other than the types included in this study.

2. The findings of the study also suggest the need for further testing of the reliability; of internal/external validity of data elements and criterion-referenced variables used in the design of the Model. Therefore, it is recommended that further study be conducted to determine the efficacy of the Model for broader application.

A COMBINED MODEL FOR PROGRAM VITALITY ASSESSMENT AND SOCIOECONOMIC IMPACT ANALYSIS

I. INTRODUCTION

A. BACKGROUND OF THE STUDY

This study is funded by a grant from the Community Colleges and Technical Institutes Division, Texas Higher Education Coordinating Board, is the result of an effort designed to develop a combined model for program vitality assessment and socioeconomic impact analysis. It was undertaken in response to requirements of an act of the Texas Legislature (HB 2181) relating to higher education including responsibilities, roles, funding, and management of public agencies and institutions of higher education. "The purpose of this act is to make the statutory changes necessary to implement the recommendations of the Select Committee on Higher Education as contained in the Texas Charter for Education.

Texas Education Code Sections 21.113, 31.40, 61.051 (e and f), 130.0011, 135.01, and 135.04 provide the authority for the approval, revision, and closure of postsecondary technical and vocational programs for state appropriations purposes. This study was designed to address the issue of closure through the development of a systematic way of assessing the vitality of programs and for determining the overall impact of programs offered by public community colleges and technical institutes on the communities served.

For the purposes of this study, "program vitality" is defined as those vocational and technical programs demonstrating the potential for capacity--as measured by program goals/missions/objectives, and operations--for growth, increased productivity, survival, and development. Central to the vitality and viability of a program are educational support services, financial and physical resources, and administrative processes sufficient and appropriate to insure that the program meets and continues to achieve its stated purposes. In defining socioeconomic impacts of a program, a major consideration is given to the external environment and those intangible benefits deemed essential to understanding socioeconomic impact. Such benefits may include, but are not limited to, program expenditures, student/visitor expenditures, employee expenditures, and miscellaneous benefits.

Because of the broad nature of the subject matter of this study, certain limitations were set to allow intensive examination of relevant issues. The first limitation related to the diverse nature of the offerings of public community colleges and technical institutes. The approach used to deal with this constraint was limiting the model's scope to those program measures and predictive impact variables that were more or less common to all programs. A further limitation was that the focus of the model would be on program impact rather than total institutional impact.

B. STUDY OBJECTIVES

The objectives of the study included the following:

1. Develop a comprehensive review of literature on program approaches, evaluation and assessment techniques, program planning, and appropriate methodologies for conducting impact analyses;
2. Delineate and compare appropriate program assessment and socioeconomic impact models and determine their efficacy for possible use;
3. Develop a model (from the database developed in Objectives 1 and 2) for program vitality assessment and socioeconomic impact analysis, including guidelines and implementation procedures; and
4. Publish and disseminate the programmatic assessment model and other findings (including the appropriate software) to appropriate institutional administrators, local, regional, and state agencies.

C. REVIEW OF THE LITERATURE

A review of the literature reflects a broad range of studies related to program evaluation and assessment. The annotated bibliography, included in the Appendices, provides a relatively comprehensive coverage of theoretical and empirical works relating to program quality, instructional needs, student development services, educational assessment, educational planning, field studies on vocational and technical programs, predictive measurement indices, program effectiveness, program evaluation, and related strategies and approaches for program assessment and socioeconomic impact analysis. Central to the study was the need to delineate criteria for assessing program vitality and/or viability.

Numerous studies have been conducted on program assessment and evaluation. Under the sponsorship of the Illinois Department of Education, Malhorta (1980) attempted to develop procedures for assessing the impact of vocational research and development on vocational education by conducting a field study. The study, labeled Project IMPACT, was conducted to identify and validate variables and their order of importance in predicting and evaluating the impact of research and development projects in vocational and technical education. Findings of the study suggested "an impact rating scale" for predicting impact. Two major sets of variables (processes and effects) were determined for each category of projects. On the basis of this, predictive and evaluative impact variables were determined. The five highest rated predictive impact variables were found to be quality of project product and use; quality of planning; quality of staff; market demand; and effects of project on teaching/learning procedures.

In the study by Malhorta (1980), evaluative impact variables were also delineated. The five highest rated evaluative variables were quality of product and use; effects of project on teaching/learning procedures; market demand for project product; effects of project on improvement of teacher quality; and effects of project on meeting vocational needs of special groups.

Roberts (1986) developed quantitative program evaluation criteria for vocational and technical programs. The study quantitatively assessed thirteen variables that were considered by faculty, administrators, trustees, and business leaders to be important indicators of program viability. The variables are useful for three critical stages in the evaluation process: Program monitoring, in-depth program evaluation, and program reduction/discontinuance. The concept of criterion referenced evaluation has been endorsed so that every program in an institution has the opportunity to succeed by meeting thirteen clearly defined criterion questions. The thirteen criteria evaluated in the study were: enrollment rate, graduation rate, graduate placement in appropriate field, employer request, advisory committee recommendations, cost per FTE, productivity ratio, relation to the college mission, needs assessment, physical facilities, equipment, enrollment of special groups, and availability of programs from other agencies.

The literature further suggests that models relating to the strategic planning process, program level planning, economic impact analysis, cost-benefit analysis, and factors affecting community acceptance or rejection of an institution's program--all have been developed. Most of the assessment and evaluative models, however, are restrictive in their overall orientation and are limited in their application to programs offered by institutions with diverse missions and curriculum offerings.

Caffrey and others (1971) developed a model to assess the impact of a college on a local economy. The study derived some critical equations for which data could be obtained from normal records kept by colleges, local governments, and businesses. The series of models develop for the economic impact assessment are linear cash flow formulas, including mostly quantitative date with no reference to intangible variables such as social and community impacts. As a single focus study with emphasis on economic impact, however, the model has the potential for contributing to an understanding of the impact of an institution on the local economy.

Kinnick (1982) developed a guidebook for conducting an economic impact of Oregon Community College. The guidebook describes the process of conducting a study; discusses key factors in the early planning phases; identifies hindrances encountered during the study; and provides details on the methodology, data collection and processing. The economic indices identified in the research were evaluated for possible use in this study.

Specific procedures and methodologies for assessing the impact of vocational education are found in the work of Cheney-Stern (1980). Three problem areas are treated in the study: how to assess impacts, how to show a cause-and-effect relationship between project activities and project changes; and how to identify key variables. Ory, Harris and Clark (1978) developed and field-tested an evaluation model for vocational education programs at the community college level. Six criteria were deemed important to program vitality and success. These criteria were: program's relationship to job market profile, program's success in terms of meeting vocational aspirations of clientele, program's success in terms of student support, program's cost-effectiveness and program's success in reaching handicapped and disadvantaged. Specific criteria were further operationalized into a number of sub-criteria. To assign weights to the six criteria, an advisory group of 163 state and local educators, legislators, college trustees, and businessmen were asked to rate the six criteria.

Tittle and others (1978) conducted a study on the validity and feasibility of impact ratings for use in funding and evaluation. Predictive impact statements were developed by the Institute for Research and Development in consultation with the Department of Occupational Education Supervision. Tittle and others (1978), as did Ory, Harris and Clark (1978), limited the focus of the investigation to the impact ratings of an instructional program. The impact variables were related to the effects of an instructional program on the vocational education system. Some critical variables such as project inputs, project planning processes, quality of project products and socioeconomic/demographic influences were omitted in the study. Yet, these variables are critical to a comprehensive assessment of program vitality and socioeconomic impact analysis.

To determine program reduction/discontinuance/continuation, a more comprehensive assessment is required. Previous studies in the field, for the most part, are deficient in this regard. The selected studies reviewed in this section and the "state-of-the-art" in general , reflect a void in the approach to this problem. There appears to be an absence of an holistic view of studying the impact of vocational and technical programs on the communities served. Approaches to assessing and understanding the effects of programs offered by public community colleges and technical institutes are restrictive in focus and application.

There is an existing body of knowledge on strategic planning and management for higher education. Groff (1983) provides a relatively broad discussion on the meaning of strategic planning, external assessment, internal audit, strategic options and tactical alternatives. Using a futuristic analysis, Groff emphasizes the need for a strategic approach to planning and implementation and the necessity for institutions to engage in technological forecasting and strategy formulation and implementation.

A combination of variables, techniques, and approaches developed in previous research, including socioeconomic impact input-output models, were analyzed and synthesized to determine their potential for inclusion into the model developed and tested for this study.

II. STUDY DESIGN AND METHODOLOGY

The framework for achieving the objectives of the study has been outlined in Exhibit A. The methodology used for the study involved several phases and tasks. Phase I was designed to develop a reliable data base and state-of-the-art document for use in identifying, reviewing, analyzing, and synthesizing existing approaches for assessment, evaluation, and impact measurement. Based on the data base developed in Phase I, model development, testing, and the preliminary draft of the findings were tasks completed in Phase II.

Several approaches were used during the strategic phases of the study. The development of the state-of-the-art document entailed an intensive analysis of previous research. Criteria were established to enhance the design of the model. Specific program vitality indicators were delineated along with socioeconomic impact measures. Relevant input an output models were reviewed. Program evaluation instruments currently in use at a selected number of public colleges and universities were solicited and reviewed. A representative number of institutions sent copies of various instruments used to evaluate programs. Socioeconomic impact models were also examined to determine their efficacy for use in the development of the model. Public community colleges and technical institutes in Texas use a variety of procedures for assessing the impact of vocational and technical education programs. From these data, selected impact variables and program assessment indicators were selected for inclusion in the model.

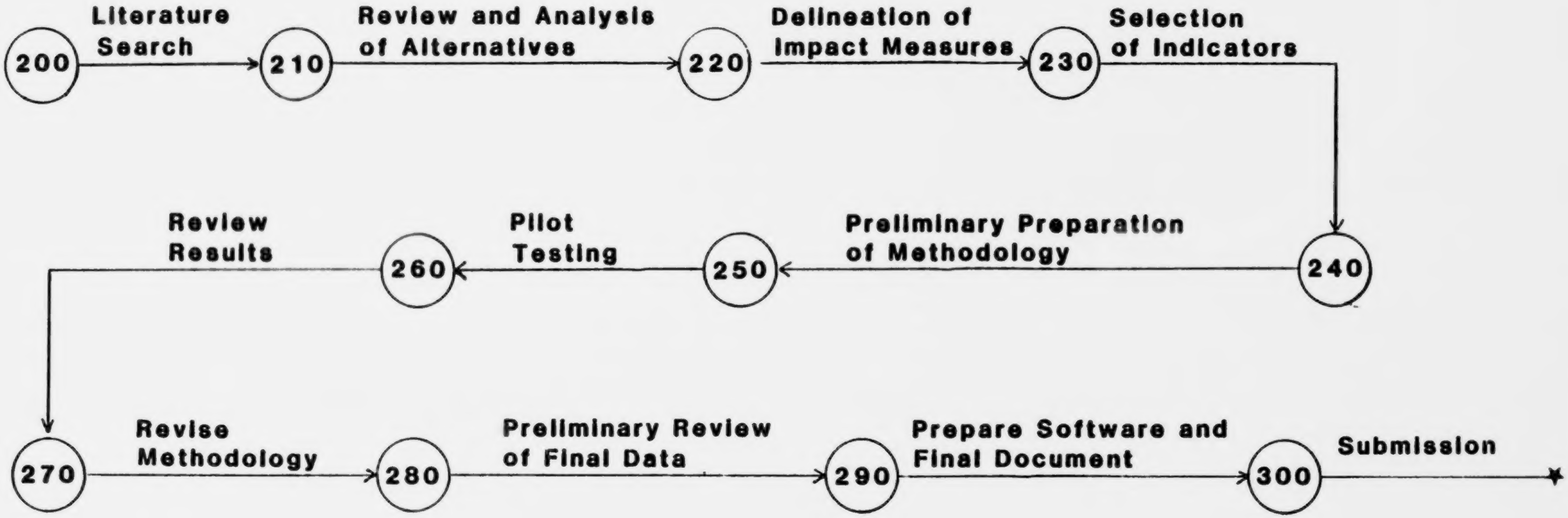
To quantify the program vitality measures and certain other social community, and economic impact variables, a selected number of program directors from public institutions in the State of Texas were asked to evaluate selected indicators according to their overall quality and their relative significance for determining the long-term outlook for programs.

Fifteen (15) colleges were randomly selected for participation in the "weighting" of impact measures/indicators. Of this total, 14 or 93.3 percent responded. Respondents were asked to assign a value to sixty-five (65) indicators perceived to have some relationship to the vitality of programs. The ratings or values for items ranged from "1" to "5" with "5" being the highest value to be assigned and "1" being the lowest. It was assumed that the indicators/measures for assessing programs and their socioeconomic impact differed in their contribution to program vitality. To rank these indicators in order of their importance and assign weights to them, respondents from public community colleges and technical institutes who had knowledge about the field of vocational and technical education were asked to rank order the 65 indicators. The data were analyzed and overall ranks (based on the mean ranks) were assigned to both the predictive and evaluative impact variable.

The data developed from a variety of sources were analyzed and incorporated into a preliminary design of the model. A conceptual outline of the model is shown in Exhibit B. It should be noted that criteria used to select program vitality assessment and socioeconomic impact variables were based upon previously developed measuring devices and methods appropriate to vocational and technical programs. Multiple criterion measures for inclusion in the Model were documented from numerous sources, including instruments currently in use by public community colleges and technical institutes.

Exhibit A

Research Requirements/Activities in a Network Diagram


200
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Review and Analysis of Alternatives
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Delineation of Impact Measures
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Selection of Indicators
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Preliminary Preparation of Methodology
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Pilot Testing
260
Review Results
270
Revise Methodology
280
Preliminary Review of Final Data
290
Prepare Software and Final Document
300
Submission
*

* Network Diagram of determining system flow of tasks to be completed

III. DESIGN AND DESCRIPTION OF THE MODEL

The process of rational decision-making must often be based upon more than a single consideration in a single context. The literature suggests that evaluation strategies and designs developed by previous researchers have failed to examine the more significant environmental issues affecting the vitality of programs offered by public institutions. Some have failed to delineate the sociocultural and economic effects of programs on communities. Similarly, "impact" and the assessment of impact are processes that have become extremely difficult by virtue of the diversity and range of program offerings of public institutions. This diversity necessitates a multi-dimensional approach to evaluation because specific evaluative conclusions are only attainable through the synthesis of a number of dimensions; some involving needs assessments or other sources of value; others referring to various types of performance (Scriven, 1983:229).

The purpose of assessing an instructional program, according to Tucker (1985: 3), "is to provide the means for determining whether measured outcomes for a given set of instructional inputs match the intended or pre-specified outcomes." It is necessary to evaluate the extent to which an instructional program is "on target" relative to achieved outcomes versus intended ones.

The evaluation and/or impact assessment should take place within the context, however, of a larger environment-- an environment that encompasses the instructional program as well as the environment in which it operates. Program planning includes: (1) a set of procedures to solicit and include broad-ranging inputs to the goal-setting process that precedes program evaluation; (2) an input-process evaluation to assess the level of implementation of the instructional program; and (3) a set of procedures to adjust and reassign resource inputs based on the findings of the evaluation.

An important consideration in assessing the vitality and socioeconomic impact of programs is the development of standards or criteria of performance. The performance effects of programs formed the basis for the design of the model for this study. Measurable educational inputs such as program quality, facilities and resources, including budgets, and program products as well as community needs were included in the design. Measurable program outputs such as effects on the quality of life, the socio-cultural life of the community and economic impacts were also included. Within this framework, specific impact variables were delineated.

A. DESIGN OF THE MODEL

For purposes of this study, a useful "model" involves an ordered statement of relationships among variables. A useful model for conducting an assessment involves two types of relationships--the definitional and functional.

Exhibit B
A Proposal Combined Model for Program Assessment and Socioeconomic Impact Analysis

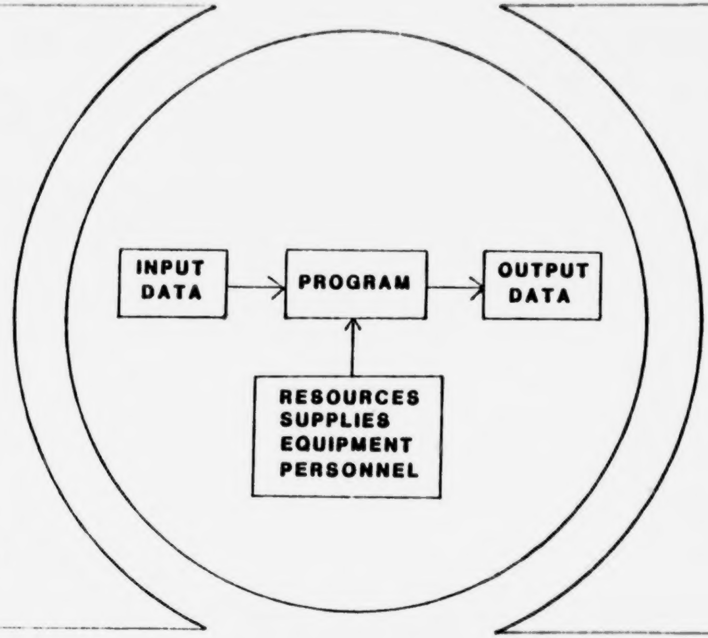
PROGRAM VITALITY*

INSTRUCTIONAL QUALITY
- Mission/Goals/Objectives
- Curriculum Planning
- Enrollment Patterns
- Articulation/Placement
- Instruction (Faculty) and Instructional Materials
- Student Services
- Equipment and Facilities
- Public/Private Linkages

PROGRAM PRODUCTS
- Retention
- Placement
- Recruitment

BUDGET
- Costs per Student, etc.

FUTURE TRENDS AND PROJECTS



SOCIOECONOMIC*

ECONOMIC IMPACT (TANGIBLE)
- Student Expenditures
- Visitors Expenditures
- Program Supplies and Equipment Expenditures
- Program Employee Expenditures
- Miscellaneous Benefits Accruing to Local Community (INTANGIBLE)

SOCIAL/COMMUNITY
- Quality of Life Measures
- Services and Conditions
- Program Benefits
  - Instructional
  - Cultural
  - Informational Services
  - Human Investments

EMPLOYMENT AND TRAINING
- Labor Force Participation of Graduates
- Program Performance Indicators
  - Student and Graduates Employed
  - Increased Income
  - Reduced Unemployment
  - Increased Social/Work Satisfaction

* Components of System Affecting Program Vitality and Socioeconomic Impact

The Programmatic Vitality Assessment and Socioeconomic Impact Model (PVASIA) is designed on the basis of a series of predictive and evaluative indicators developed by previous researchers (Roberts, 1986; Muirhead, 1980; Caffrey, 1971: TSTI 1988 ; and Tarrant County Junior College, 1987; Amarillo College, 1988). The impact variables and performances measures selected for analysis were submitted to a representative sample of public community colleges and technical institutes in Texas. Program directors and administrators were asked to rate and rank each criterion on the basis of their importance on a scale of "1" to "5" with "5" being the highest rating and "1" being the lowest. The results of the survey were incorporated into elements of the Model.

Measures of program vitality assessment and predictive impact variables are distinguished elements subsumed under several major components, including Program Vitality Assessment, Social/Community Impact, and Economic Impact. A description of the components of the model includes the following:

Program Vitality Assessment - consists of these major elements: General description of the program, including program goals and mission, instructional quality (i.e. support services such as COOP training, advisory committees, facilities, business and industry support, facilities, etc.), curriculum and instructional-related activities, student services, enrollment, retention, recruitment, job placement), program viability (as measured by attraction of students, number of programs majors, average class size, student contact hours, etc.); financial support, degrees/certificates awarded annually, articulation agreement, cooperative education activities, facilities, equipment, and other resources.

Social/Community Impact - consists of elements such as the relationship between the program's goals and objectives and the vocational and technical needs of the community and the region in which an institution is located; assessed needs of service area, quality of life measures (industrial and economic development, housing, health, criminal justice, public improvements, cultural, educational, etc.)

Economic Impact - the general procedure for estimating the economic impact of a program on the community includes these estimations and determinations: Total dollar inflow of program income, total dollar outflow of program expenditures, including goods and services. Program output data may be obtained from various sources, including total local expenditures by students enrolled in the program and the faculty and staff; contributions to economy through employment and graining and labor force participation; and other tangible and intangible benefits from visitors and other participants in program activities.

Exhibit B outlines specific elements of the model. Data collection instruments have been included in the Resource Manual for Program Assessment and Socioeconomic Impact Analysis. The (PVASIA) model is structured to accommodate both qualitative and quantitative measures of impact assessment. The elements outlined under each of the components involve tangible and intangible measures of performance.

B. APPLICATION OF THE MODEL

Several sources of data were consulted to supplement information gathered from public community colleges and technical institutes. Evaluation or assessment instruments were devised to accommodate impact measures. The preliminary design for the comprehensive evaluation involved the combined tasks of assessing program quality/viability/vitality and determining the impact of programs on communities.

To assess the efficacy of the model, four institutions offering vocational and technical programs were selected to pilot test the model. Several criteria were used to determine the selection of the sample, including size of the institution, geographic location, and nature and diversity of program offerings.

Following the selection of the pilot institutions, a schedule for the pilot test was developed in conjunction with program directors and institutional administrators. Two-day site visits were conducted, beginning March 14 and extending through March 30, 1988. Interviews were conducted with directors of four (4) degree programs, four (4) certificate programs, eighteen (18) students, sixteen (16) community leaders; and eight (8) visitors. The survey of these individuals was designed to test the instrument to determine its validity and reliability. The data were collected and analyzed and suggestions for modifications and/or changes were made and incorporated into the final draft of the model.

A review of existing models on program evaluation and socioeconomic assessment revealed the prevalence of common measures of program quality and environmental variables. The weighting of the variables by a select group of program directors from institutions in the State provided a crucial complement to values assigned by previous researchers. The pilot testing phase of the study revealed findings that were consistent with weighted predictive impact variables, with few variations.

Assigned Values to Performance Indicators

Other criteria used in developing the Model were evaluated by a representative number of program directors at public colleges and technical institutes also. To develop quantitative measures to assess the criteria for each program included in the pilot testing phase of the study, respondents were asked to rate each on a scale of 1 to 5 with "5" being the highest and "1" being the lowest value.

The results of the survey were comparable in many ways to previous assigned values for each criterion-referenced measure. Ratings, shown in Table 1, were compared with assigned values for identical items on previous surveys:

Table 1

ASSIGNED VALUES/WEIGHTS TO CRITERIA

CRITERION-REFERENCED MEASURES	Values Assigned	
	Previous Research	Current Survey
Quality of Faculty	4.4	4.6
Realistic Program Goals & Objectives	4.3	4.4
Program Mission Defined	4.2	4.4
Market Demand of Program Product	4.2	4.4
Quality and Nature of Curriculum	4.3	4.1
Retention of Students	4.1	4.2
Relationship of Program to Changing Employment of Educational Needs	4.1	4.1
Relationship of Goals to Local Area	4.1	4.1
Attraction of Students	4.0	4.0
Graduation Rate	3.9	4.0
Availability of Support Services	3.9	4.0
Student Placement and Follow-Up	3.8	4.2
Productivity Ratio	3.8	3.7
Human Investment Benefits, i.e. (Higher earnings for graduates)	3.8	4.0

Some of the performance measures, particularly those directly related to assessing socioeconomic impact, have not been quantitatively evaluated. In a field study conducted by the Illinois Office of Education in 1980, attempts were made to develop procedures for assessing the impact of vocational education research and development on vocational education. This model, as well as the combined model reported in this study, sought to validate predictive and evaluative impact variables. The Illinois study focused on research and development. This study is geared toward assessing program vitality and socioeconomic impact. Criterion-referenced measures used to develop the model, as shown in the aforementioned listings, represent the highest predictive impact variables out of over sixty-five evaluative measures identified from previous studies. (Table 1).

The pilot testing phase of this study involved several programs at strategically selected institutions. A number of diverse programs comprised the study sample. A description of these programs will provide background data for understanding the study results.

C. APPLYING THE MODEL TO KEY ACADEMIC FIELDS

The previous sections describe the methodology and procedures used in developing the Model. The findings of the study indicated the Model was relatively adaptable to several programs assessed during the pilot testing phase. Sample cases, with selected indicators, are cited as illustrations.

• INDUSTRIAL OFFSET OPERATIONS (Printing)

Most books, magazines, newspapers and brochures produced today are printed using the offset method. Offset printing includes a variety of steps-- such as process camera work, platemaking and operation of the press itself-- and requires skilled workers to produce the best possible printed pieces.

In this program students learn to: Operate a variety of offset printing presses, prepare layouts and artwork, and prepare printing negatives and plates. Subjects covered include: print quality, computerized typesetting, and bindery methods.

Relationship of Goal to Local Area. The mission of the program is to train students to fill positions in demand by business and industry in Texas. Students receiving the Associate of Applied Science Degree in printing provide a workforce for industries such as General Dynamics and other technical and service industries in South Texas. They perform tasks such as layout design in graphic arts, typesetting in offset lithography, process camera operators, image assembly and platemaking, offset press operations and bindery.

Within the past five years, the percentage of graduates who have continued their studies and/or entered employment ranges from a low of 68% employment and 10% continuing studies in 1985 to 80% and 20% in 1986. The percentage of graduates employed in 1983 was 91%; in 1984, 70%, and in 1987, 72 %. The approximate percentage electing to continue their studies ranged from a low of 4% in 1983 to 15% in 1984; 10% in 1985; 20% in 1986; and 9% in 1987. (Responding to a "localized" need).

Key Measure of Viability. The rate at which new students are attracted to the program has increased for the past five years, ranging from 27 during the first year to 35 in 1987-1988. Using a standard of 1.00, the vitality rate is 1.09.

Long-Range Goals. During the next five years the program will focus on revising the curriculum and instructional materials, acquire appropriate equipment, increase placement of graduates, and continue faculty professional growth.

Socioeconomic Impact. There is a common consensus in the community that the program is vital to the area. Seminars and workshops are offered for residents in the immediate area and those from surrounding counties. Other services offered include night-time classes for working adults and high school graduates.

Students of the program and visiting participants in workshops and seminars contribute an average of $4,633 per year to the local economy. If you use an average of 30 students times $4633/year, the total amount of outflow expenditures is $138,990. (See figures 1 and 2).

Program Reduction/Discontinuance. The concept of criterion-referenced evaluation provides the opportunity for each program to assess its vitality according to standard criteria. In this study, four criteria were judged to be indicators of program reduction or discontinuance, namely, enrollment rate, retention rate, graduation rate, placement, and job outlook. The Industrial Offset Operations program, when judged against these standards, should be continued at its present level.

• SURGICAL TECHNOLOGY

The Surgical Technology Program prepares graduates to function in the operating room as surgical technicians under the direction of an operating room registered nurse. Duties include maintaining a safe environment for patients undergoing surgery, transporting patients undergoing surgery, preparing supplies, operating equipment, handling instruments, and serving as a member of the surgical team.

The first semester is devoted to medical terminology, microbiology and didactic phase of instruction with an introduction to clinical experience. During the second semester, anatomy and physiology are continued, and the practicum is greatly expanded to give students skills in general surgery.

The credential issued upon completion of the two semesters and one summer session is a degree/certificate. Admissions to the program is limited.

The goal of the program is to provide education and training in a minimum amount of time to enable students to get better employment and to advance their education.

Table 1
ASSIGNED VALUES/WEIGHTS TO CRITERIA

CRITERION-REFERENCED MEASURES	Values Assigned	
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Quality and nature of curriculum	4.3	4.1
Retention of students	4.1	4.2
Relationship of program to changing employment of educational needs	4.1	4.1
Relationship of goals to local area	4.1	4.1
Attraction of students	4.0	4.0
Graduation rate	3.9	4.0
Availability of support services	3.9	4.0
Student placement and follow-up	3.8	4.2
Productivity ratio	3.8	3.7
Human investment benefits, i.e. (higher earnings for graduates)	3.8	4.0

Relationship of Goals to Local Area. The program offers alternative training for an area traditionally dependent on oil. In efforts to diversify the economy, emphasis was placed on retraining and/or entry level occupational skills other than those in oil related areas. The program focuses on a health-related job as on option to facilitate the trend toward economic diversification.

Measures of Viability. One measure of viability is the number of program majors. An analysis of enrollment trends over a five-year period indicates a high degree of program growth and stability.

Long Range Goals. Plans are being made to update and change curriculum offerings by adding new courses and updating others.

Socioeconomic Impact. The program provides training and opportunities for employment of lower socioeconomic groups, including adults who want to upgrade their skills, youth, and minorities. Once individuals complete the program, the potential for higher earnings increases also. On the human investment side, graduates of the program are made more self-sufficient. The acquisition of additional skills by some and the learning of skills by others--serve to make graduates more competitive in labor market.

The program extends its services to the community through sponsoring or co-sponsoring exhibits, radio announcements, and recreational activities for adults in a region. Community leaders placed a high priority on the institution's capability to train people for the local job market. The prevailing belief was "the town has to generate its own work force. Adult education and other programs offered by the institution can train these workers."

The oil-based economy was associated with a high level of transients. The thrust toward economic diversification by re-training and training in some fields was perceived by leaders to be a means of stabilizing the population.

Program Reduction/Discontinuance. Insufficient data exist on the program. It is difficult to assess in terms of enrollment, placement, graduation, and job outlook.

• WELDING TECHNOLOGY

The Welding Technology program is one of the career programs offered by the institution. The program is designed to stress competency in job entry skills, either in the degree or in the competency certificate program. The program options are skill welding and non-destructive testing. The department primarily responsible for the program is the Division of Applied Technology.

The goals of the program is to train entry level welders, non-destructive testing technicians, and to provide courses for self-fulfillment or self-enrichment. The program is consistent with the mission of the institution.

Relationship to Goals of Local Area. The community college offers university-parallel or transfer courses, occupational/technical or career programs and continuing education courses for life-long learning opportunities. The program offerings are tailored to projected employment demands for the Standard Metropolitan Statistical Area (SMSA).

Measures of Viability. The graduation rate, as a measure of program vitality, is very low. The program appears to have had only one (1) graduate since the 1983-84 academic year. The average class size for the Fall, 1987 was 7.1. The enrollment rate has varied from 107 full-time students during the Spring, 1987 to 79 during the Fall, 1987, with an average class size of 7.1.

Long-Range Goals . Future goals of the program include: Marketing the program to attract more students; maintaining and updating course content and equipment.

Socioeconomic Impact. The community in which the college is located has relied heavily on oil since its beginning. Located in the northern part of the county on the suburban fringe of a large metropolitan area, the community is very business- and industrial-oriented. There is a "perceived" need for welding, but very few graduates of the program in recent years have found employment.

The program contributes to the community through its sponsorship of workshops, seminars, and scholarship support from local and national societies such as the American Welding Society and the American Society of Non-Destructive Testing (NDT).

Program Reduction/Discontinuance. There is a degree of uncertainty about the four criteria for forecasting program reduction or discontinuance. Despite the demand for welders (with salaries averaging about $l5.84 per hour), the enrollment rate for the program is decreasing; the graduation rate is below standard; there is no evidence of placement and counseling; and there appears to be the lack of sufficient data to determine long-term outlook.

• CHEMICAL TECHNOLOGY

The chemical industry uses technicians in research, testing and quality control of a wide range of products. Industries which make use of chemical technicians include petroleum, plastics, pharmaceuticals, cosmetics and many others.

In this program, students learn to analyze various materials using standard procedures and instrumental procedures to calculate and report chemical analyses. They are also taught skills in using computerized testing procedures such as atomic absorption, gas chromatography, infrared and mass spectroscopy. Students graduating from the program receive the Associate of Applied Science (A.S.) degree.

The Chemical Technology program's goal is to provide students with the necessary skills to enter the workforce as a laboratory (entry-level) technician.

Figure 1

CONCEPTUAL MODEL FOR DIRECT FLOWS FROM PROGRAM ACTIVITIES TO THE LOCAL ECONOMY

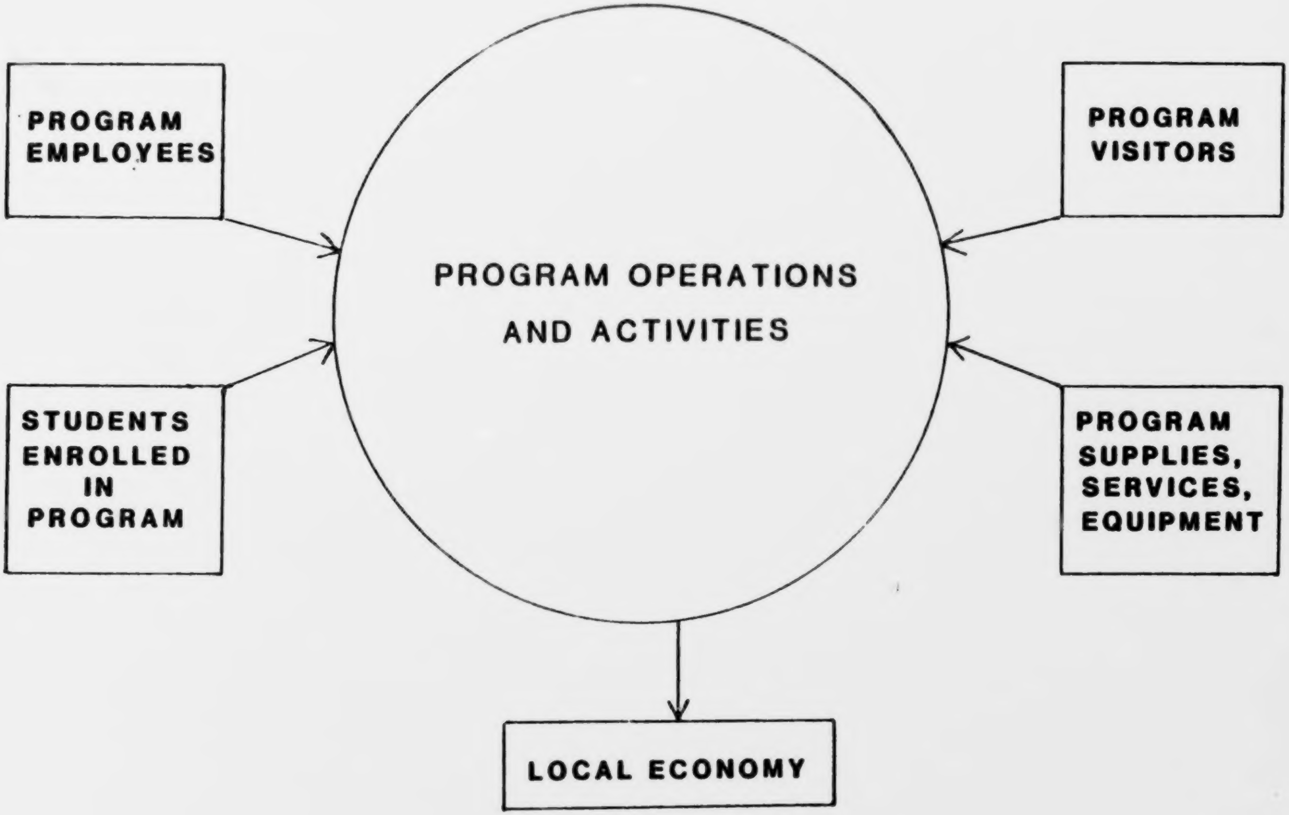
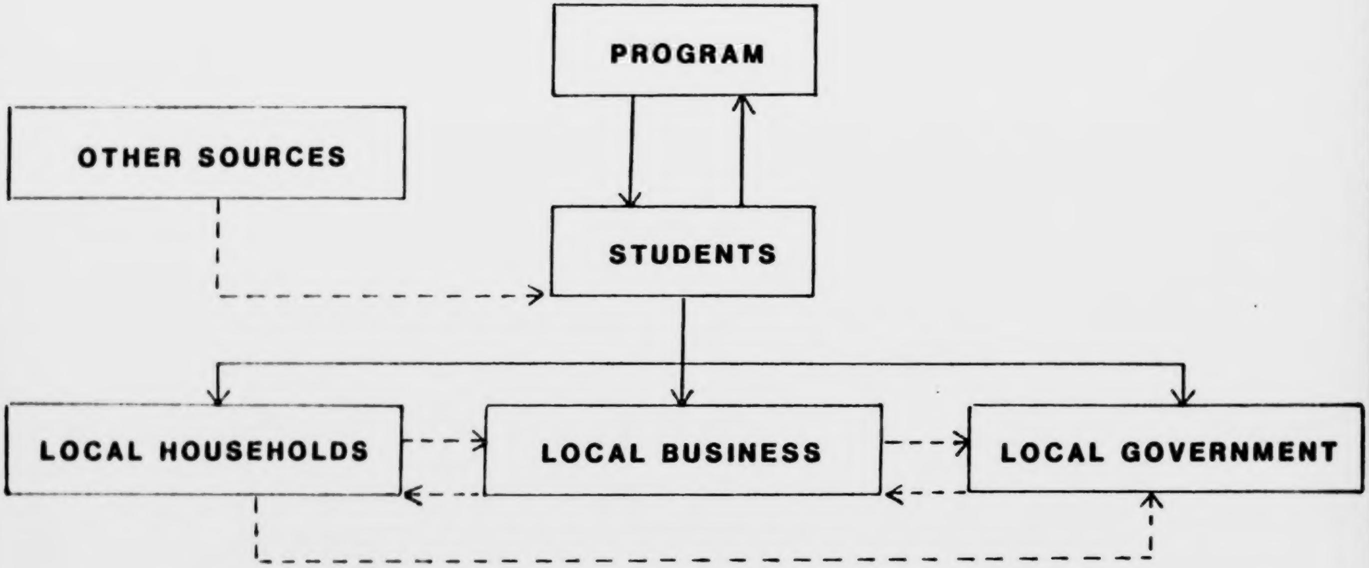

PROGRAM EMPLOYEES
PROGRAM VISITORS
PROGRAM OPERATIONS AND ACTIVITIES
STUDENTS ENROLLED IN PROGRAM
PROGRAM SUPPLIES, SERVICES, EQUIPMENT
LOCAL ECONOMY

Figure 2

FLOW OF VISITOR EXPENDITURES


PROGRAM
OTHER SOURCES
STUDENTS
LOCAL HOUSEHOLDS
LOCAL BUSINESS
LOCAL GOVERNMENT

Graduates of the program are prepared to enter careers such as research and development laboratory technicians, petro-chemical laboratory technicians, pilot plant operators, chemical engineering aids, and chemical sales.

Relationship of Program to Local Area. The program addresses the needs of the state and nation. The service area in which it is located needs an estimated 300 students per year. About 20 students graduate each year. Upon completion of the program, graduates leave the area and -- sometimes -- the state.

Measures of Viability. There is a high demand for graduates of the program. For the past five years, beginning in 1983 and extending through 1987, there were 68 graduates. All or 100% were placed in research and development, refineries, nuclear plants, chemical engineering and plastics.

The average class size for the program is 23 students and the maximum size is 32. The current enrollment totals 55 students. The program has a high enrollment, a very high attraction rate, and graduation rate. The placement rate for the program is 100 percent, making it a viable program for meeting labor market demands

Long Range Goals. The program focus for the next two years will be to provide instructions for those who cannot afford to enroll during the day. Within five years, plans involve increasing enrollment to a maximum of 70 students. Efforts will be made to maintain the 100 percent placement rate if market forces remain favorable.

Socioeconomic Impact. The program impacts economic and social conditions in the state and nation. It has provided training for high school students, displaced homemakers and single parents with household incomes of less than $10,000 per year.

The program supplies a cadre of workers for business and industry. With a very effective Cooperative Education (CO-OP) program, graduates and other enrollees are placed in industries such as Shell Oil, ARCO Chemical, IBM Corporation, Dow Chemical, and Standard Oil Chemical.

Annual workshops and seminars are conducted for the benefit of local citizens and business leaders. Some in-service training is also provided. Seminars are held on issues affecting water and water waste. Annual workshops are held on "Instrumental Analysis for High School Teachers" each year.

Program Reduction/Discontinuance. There is a high attraction rate for the program. During the past five years the number of new students has steadily increased each year, beginning with 26 students in the first year and increasing to 55 during the current year. The placement rate is 100 percent. The number of program majors continues to increase. Economic forecasts indicate the job outlook is excellent for graduates of the program.

IV. Efficacy of Program Measures

The findings of this portion of the study present strong evidence of the effectiveness of some of the assessment measures included in the Model. From a methodological perspective, the evaluation of the data elements revealed a high degree of consensus regarding variables perceived as having the greatest potential for predicting program vitality/viability. After the initial survey of a representative number of public community colleges and technical institutes, the list was narrowed down to nine (9) criterion-referenced variables. A selected number of administrators assigned values to these variables. Table 2 shows the final selection of variables and their assigned values along with the extent of deviation. The mean values represent the opinions of program directors and other administrators selected during the second evaluative phase. A common core of these items we ranked in a manner similar as those found in Table 1. Equivalence between instructional quality and program vitality items was determined by tests of inter-item homogeneity, which also served to purify the final nine variables. The Model was revised to reflect these modifications. During the revision, items were purified by eliminating those variables that drew inconsistent responses from pilot institutions and the special sample for final review.

A. Program Vitality

The findings indicated that quality of faculty, job outlook and/or market demand for graduates, the relationship of the program to changing employment needs and educational requirements; enrollment, graduation, and attraction rates; placement and follow-up; and the availability of support services/facilities are central measures of program vitality.

These criteria were analyzed according to the responses of pilot institutions and the special sample of program directors from public community colleges and technical institutes. Table 2 contains the comparative mean values assigned by two categories of respondents and the standard deviation for each. The mean assigned values were computed by summing the values assigned and by dividing by N, the number of cases. The standard deviation was computed to measure variances/dispersion for the assigned values. The respondent sample deviation is equal to the square root of the quantity of the squares divided by the number of observations. Table 1 shows the results for pilot institutions; while Table 2 provides a comparison of responses to key indicators selected by category of respondent.

TABLE 2
MEAN SCORES OF VALUES ASSIGNED TO NINE (9) CRITERION VARIABLES BY PROGRAM DIRECTORS, 1988

	*Mean Values Assigned (4.00 Scale)			
CRITERION-REFERENCED VARIABLES	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D
Quality of Faculty				
Mean	3.64	3.11	2.83	3.45
S. D.	.367	.437	.417	.354
Needs Assessment				
Mean	3.13	2.42	2.13	2.85
S. D.	.566	.468	.351	.392
Graduation Rate				
Mean	3.47	3.33	2.83	3.27
S. D.	.420	.386	.388	.375
Enrollment Rate				
Mean	3.13	3.45	2.74	2.74
S. D.	.566	.354	.417	.435
Relationship of Program to Changing Employment Needs, etc.				
Mean	3.41	3.23	3.15	3.21
S. D.	.307	.422	.374	.386
Attraction Rate				
Mean	2.57	2.70	2.29	2.34
S. D.	.604	.382	.346	.383
Availability of Support/Facilities				
Mean	1.60	2.70	2.48	2.06
S. D.	.469	.383	.407	.357
Market Demand for Products (Job Outlook)				
Mean	3.50	3.45	3.21	3.03
S. D.	.429	.354	.386	.496
Student Placement/Follow-up				
Mean	3.38	3.13	3.28	3.48
S. D.	.466	.351	.374	.322

*NOTE: Mean scores are adjusted so that the maximum values assigned to a criterion equals (4.00) and the minimum commitment (i.e., maximum rejection) equals 1.00.

Several of the variables received identical or congruent loadings by one or more respondents, and could, therefore be considered highly comparable: needs assessment, student placement and follow-up, market demand for product job outlook and quality of faculty received identical mean scores assigned by two or more responses. The data in Table 3 provided the base for assessing in some depth the relationship between directors assigned values from each of the programs used during the pilot testing phase.

It is clear that respondents who direct programs tend to differ in their perceptions of the value of a variable relative to its potential for assessing program vitality. There were, however, a high degree of correlation between values assigned by most of the respondents with some variations in the overall rank of the data items. Quantitative criteria were developed for each of the criterion-referenced variables found in Table 2.

Four variables were judged to be good indicators of program reduction/discontinuance. These include enrollment, graduation, placement, and job outlook for both certificate and degree programs. An example of determining reduction or discontinuance of a program is shown below:

Sample Procedure

REDUCTION/DISCONTINUANCE
SUMMARY

Program Number: (10) 6-03:1

Program Name: Chemical Technology

	Rating	Weight	Weighted Rating
5-Year Average Enrollment Capacity:	4	x4	16
5-Year Average Graduation Rate:	3	x2	6
5-Year Average Placement Rate:	5	x3	15
Long-Term Outlook:	5	x1	5
		TOTAL	42

(T/10) Total Weighted
Rating = 4.2

Critical to an assessment of program vitality is the testing of the validity and reliability of data elements and variables. If one assumed that the aforementioned quantitative assessment was accurate, then it is conceivable that some objectivity can be brought to the decision-making process. There is need to further study the variables/indicators included in the Model for

Program Vitality Assessment and Socioeconomic Impact Analysis to develop weighted ratings for programs. Quantitative data combined with qualitative data can serve as a useful tool in program planning and evaluation.

When responses from directors of programs were categorized according to the Credential Type, there is little variation in how criteria are judged. Table 3 provides a scan of relevant indicators and the comparative responses of respondents.

TABLE 3

COMPARATIVE ANALYSIS OF RESPONSES CONCERNING THE RELEVANCY AND INCLUSION OF INDICATORS IN THE MODEL

INDICATOR	Program A		Program B		Program C		Program D	
	*D	C	D	C	D	C	D	C
Program Description	x	x	x	x	x	x	x	x
Measures of Program Quality	x	x	x	x	x	x	x	x
Summary Data Section	x		x		x		x	
Curriculum and Instructional-Related Items	x	x	x	x	x	x	x	x
Program Student Profile	x		x	x				
Summary Sheet for Program Vitality Measures		x					x	
Facilities, Materials, Equipment & Resources	x	x		x				
Socioeconomic Impact Analysis	x	x		x			x	
Local Expenditures of Students		x						
Local Expenditures of Program Staff				x				
Advisory Committees**		x		x		x		
Local Expenditures of Visitors to Program		x		x				
Employment and Training Data	x	x	x	x		x	x	x

*D-Degree Program
C-Certificate

**Active Industry/Cooperative

The results found in Table 3 indicate opinions of program directors about the relevancy of some of the data elements included in the Model. There was common agreement on most of the items.

Also, in Table 3, some of the data elements were found to be central to program vitality assessment. Socioeconomic impact, as measured by employment and training data, is more relevant than summary data an local expenditures of students, program staff, and visitors. All respondents felt that these data elements (employment and training data) should be included; that they are better indicators of the economic outputs of programs than a differentiation of the actual outflow of expenditures (program-related dollars) to local communities. There is strong evidence that "any research relating to total program impacts," however, must plug adequate measures into the model to assess the community environment in which the program operates.

B. Socioeconomic Impact

An attempt was made to narrow the focus of measures or indicators perceived to be needed for assessing socioeconomic impact. In order to develop a framework for the data elements in this regard, attention was given to those variables that could be used to assess the impact of the program on the community. The term "impact" refers to program inputs/outputs as they relate to defined needs and problems found in an institution's larger environment.

The data collected in the survey of program staff, students, community leaders, and visitors were used to determine the relationship of strategic variables or program measures to socioeconomic impact. Four sets of explanatory variables were selected for use in the pilot survey. The first set focused on the nature of the community environment in which the program has to operate, its size, characteristics of the service area, the economy, target populations of the program, scope of program services provided, and selected demographic characteristics. One assumption relative to the first set of variables was that a program's mission, goals and objectives should focus on either local or regional or state or national educational and occupational needs or a combination of these.

A second set of possible impacts were perceived to stem from the program's contribution to improving the quality of life in the community. In this connection, emphasis was placed on how community leaders and citizens viewed the social dynamics of the program and, in a broader sense, its contribution to industrial and economic development, housing, public improvements, health, culture and recreation, and other socioeconomic amenities.

The third set of variables were tested for their potential for assessing those services and conditions which residents of a given community perceived to be important. Respondents were asked to rate services. It was assumed that these variables, if proven to be effective indicators, could also be associated with the value commitments of the local leadership in the community, political autonomy and responsibility.

The final set of variables were designed to identify activities sponsored by a program for the benefit of community residents. These indicators were characterized according to instructional, cultural, informational, and human investment benefits.

In keeping with the study's basic approach, a separate two-pronged analysis was undertaken to determine what socioeconomic variables impacted the program. Figure 1 outlines the conceptual model for direct flows from program activities to the local economy. As noted in the model, both direct and indirect benefits flow into the economy from program-associated activities and expenditures. Input/output data were collected from program participants, including staff, students, and visitors.

In addition to the flow of expenditures from the program to the community, other benefits associated with the program were also examined. These included: increased incomes, reduced unemployment, increased social satisfaction, increased job satisfaction, and improvements in the quality of the work force. This latter set of explanatory variables was subject to some limitations inherent in the the dichotomous basis for responding. Answers were recorded as "achieved" or "not achieved" in terms of measuring what "should be assessed" to determine socioeconomic impact. If the variable could measure a particular impact, the respondent recorded an answer of "yes"; if not, the answer "no" was recorded. An analysis was also made of responses to quality performance measures for program vitality and perceptions relative to their interrelationship with the socioeconomic impact indicators. Data contained in Table 4 reflect responses and assigned ranks by category for evaluation measures.

TABLE 4

OPINIONS AND RANKINGS OF RESPONSES RELATIVE TO VARIABLE RELATIONSHIPS, 1988

Criterion Variables	Assigned Ranks*			
	Program A	Program B	Program C	Program D
PROGRAM QUALITY				
-Enrollment	High	Medium	High	High
-Retention	High	High	High	High
-Placement	High	High	High	High
-COOP Training	High	Medium	Medium	Medium
-Advisory Committee	Low	Low	Medium	Low
-Instruction	High	Medium	High	Medium
-Departmental Resources	Medium	Medium	Medium	Medium
-Articulation Agreement	Low	Low	Medium	Low
ECONOMIC IMPACT				
-Reduced Unemployment	High	High	High	High
-Improved Health	Medium	Medium	High	High
-Reduced Dependency	High	High	High	High
-Improved Family Life	Medium	Medium	Medium	Medium
-Jobs of Specific Employers Filled	High	High	High	High
-Improved Productivity of Labor Force	High	Medium	Medium	Medium
-Program Expenditures	Low	Low	Low	Low
-Increased Tax Revenues	Low	Medium	Low	Low
SOCIAL/CULTURAL				
-Quality of Life Measures	High	High	High	High
-Cultural Benefits	High	High	High	High
-Informational Svcs	Medium	Medium	Medium	Medium
-Human Investment Benefits	High	High	High	High

*Each response is placed in a category based on "yes" responses to the criteria as related to the interrelationship of one variable with another. The categories are as follows: High, 12-13 "yes" responses out of fifteen respondents to the survey; Medium = 10-11 "yes" responses, with some reservations; and Low = 8-9 "yes" responses or even less.

Data in Table 4 reveal that some of the measures used to assess socioeconomic vitality have less potential for actual measurement than others. An analysis of responses to the instruments containing specific socioeconomic variables indicate that concentrating solely on the economic impact of a program is insignificant to program vitality; that the economic impact variables are more effective when used to assess overall institutional impact. The variables used to assess the outflow of dollars from the program to the community appear to have the greatest potential for assessing the impact of the institution rather than individual programs on the community. To be effective individual program expenditures would have to be combined with all other programs in order to yield the most accurate data in this regard. Respondents ranked the variables designed to measure the impacts of expenditures from students, staff, and visitors lowest of all economic impact variables. To this end, modifications were made in the Model to reflect higher priority variables such as reduced unemployment, reduced dependency, improved health, improved productivity in the labor force, and improved family life. These sub-items were ranked higher than the program outputs involving program expenditures.

V. SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

The previous section concludes the overall analysis of data for the study. It should be noted that the findings of this study provides only a partial answer to the concept of program vitality assessment and socioeconomic impact analysis. It does not for instance, consider the reliability and validity of the variables used to conduct an assessment. Its virtue is that it does bring together those data elements perceived to have the potential for providing a comprehensive assessment of a program as it relates to instructional quality; its operations and resources; its mission and some clearly defined areas of program objectives goals, and socioeconomic impacts for which there has been little in the way of systematic evaluative guidelines.

A brief recapitulation of the major findings of the study is presented in this section of the report. There is need for further study to determine the validity and reliability of the principal data elements, socioeconomic impact and program vitality measures.

The comprehensive model for program vitality assessment and socioeconomic impact analysis utilized three levels of analysis. These were: an evaluation of the instructional program, an analysis of the impact of the program on participants, and an assessment of the socioeconomic impact of the program on the environment (i.e., local, region, state) in which it is located. The model contains a combination of measurement indicates, including criterion-referenced variables, program performance measures, and other attitudinal/opinion questions which required an item-by-item analysis. In the latter instance, equivalence between the various items was determined by tests of inter-item homogeneity. Items in each of these categories were selected on the basis of their potential for assessing program vitality and determining socioeconomic impact.

The utility of the Program Vitality Assessment and Socioeconomic Impact Analysis Model (PVASIA) was tested to determine its effectiveness. The sample for the study included eight (8) programs, from four institutions. An extensive review of the pilot testing of the Model's elements took place during the course of the study. These reviews were discussed with members of the Advisory Task Force for the study which consisted of representatives from the Texas Higher Education Coordinating Board and public community colleges and technical institutes. Working under the guidance of the Advisory Task Force, the Research Study Group incorporated ideas and suggested modifications into the Model before and after the pilot testing phase.

Three levels of analysis took place during the pilot testing phase of the study, including these tasks: (1) review and critique, (2) development and the experimental application of the Model to selected programs, and (3) a field survey of local community leaders, students in the program, and program participants (visitors). The "review and critique" task focused on several different areas. The Advisory Task Force and the Research Study group reviewed, in concert, each developmental phase of the Model. The first review involved the conceptualization of program vitality and socioeconomic impact data elements. Are certain data elements appropriate for assessing these phenomena? What terms should be defined? Does the model include logical performance measures and indicators? Are essential variables and steps in refining the process omitted? Are the data elements selected likely to be commonly understood by the potential users?

During the "experimental" application phase of the model, program directors were asked for further input relative to the aforementioned queries. They were asked to assign values to the criterion-referenced measures to allow for the rank ordering of variables. The results were incorporated into the final design of the Model after its experimental application which included the field survey of community leaders, program staff and students, and other program participants/visitors.

Following the pilot testing phase of the study, the Advisory Task Force in conjunction with the Research Study Team gave its final approval of the Model subject to certain modifications and/or deletions of irrelevant data elements.

MAJOR FINDINGS OF THE STUDY

The results of the study revealed that:

General Findings:

1. The utility of the Program Vitality Assessment and Socioeconomic Impact Model (PVASIA) and the prototype assessment included in the Appendices of the Manual lies in determining the reliability and validity of data elements, including the variables and performance measures contained in it. Extensive review, experimentation, and validation of procedures will be needed before it can be concluded that the Model, or parts of it, is feasible from the standpoint of its application.
2. In determining the economic impact of programs, the findings indicate that impacts such as reduced unemployment, improved health services, filling jobs for specific employers in local areas, improved productivity of the labor force were perceived by respondents to be more important than the input and output variables involving program dollar expenditures by faculty/staff, students, and visitors. Adjustments were made in the Model's methodology to reflect a greater emphasis on the former rather than the latter variables.

Specific Findings:

1. The criterion-referenced measures and norm-referenced variables included in the Model compare favorable with those identified by previous researchers. The judgments made by respondents to the "variable evaluation survey" and program directors during the pilot testing of the Modes were compared. There was little variation in the judgements made by the two groups. Both groups responded favorable to the variables utilized in the Model.
2. The findings of the study revealed that the Model is comprehensive in scope, and the respondents that were exposed to the Model felt that it was unique to postsecondary vocational and technical programs. It includes variable items for determining both program vitality and socioeconomic impact. The responses further revealed that the Model has the potential to compile and disseminate uniform data for making comparisons and decisions about postsecondary vocational and technical programs.
3. Apart from the difficulties in sequencing the various performance measures and other indicators for program vitality and socioeconomic impact assessment, the consensus among respondents was that the assessment and diagnostic value of the model was considerable.
4. The Program Vitality Assessment and Socioeconomic Impact Assessment (PVASIA) Model contains data elements that will be useful to postseondary vocational and technical institutions and programs who are required to conduct institutional self-studies for the Southern Association of Colleges and Secondary School (SACS). The data requirements for the PVASIA Model under specific elements of the Model (i.e., instructional quality, facilities and resources, mission statement, etc.) may be used to meet specific criteria for accreditaton by SACS.
5. The methodology for applying the Model has been simplified so that administrators, program directors, and others will have little or no difficulty in using the PVASIA Model. The Model has been tailored to the needs of those postsecondary vocational and technical institutions with or without computer facilities. The prototype instruments included in the Appendices of the Manual

may be completed and submitted in lieu of "computer derived" assessments.

6. The pilot testing of the Model produced positive results relative to identifying meaningful criteria and other performance indicators, all of which are consistent with the study's goals and objectives.
7. After the Model was developed, the next phase involved determining whether or not the instrument was useful or valid in its basic application. The findings indicate that the conceptual design of the Model and its data elements correspond to aspects of content validity (i.e., face validity) and criterion-related validity (formerly referred to as concurrent and predictive validity). There is strong evidence to suggest that a high degree of consistency or agreement existed among respondents to the study, particularly in their judgments and observations about the Model.
8. There is need to evaluate the data elements further. With each use or reuse, a greater backlog of data can be built for comparative purposes and tests of relialbility and validity. Based on the pilot tests of PVASIA Model, it must be concluded that the Model and software package provide an effective means for assessing program vitality and socioeconomic impact.
9. To determine whether postsecondary vocational and technical\ institutions should continue/reduce/discontinue certain programs, the assessment Model provides a uniform methodology for collecting data for use in decisionmaking and for determining growth and vitality trends. With these data, institutions can make forecasts, develop strategic plans and projections about the future outlook for programs. Postsecondary vocational and technical programs can make needed changes if warranted by the data and/or take whatever corrective steps needed to facilitate the continued vitality and growth of programs.
10. Most of the problems encountered during the pilot testing phases were related to providing information needed to complete the prototype instruments. Some of the program directors that applied the model to programs indicated that they did not have

access to data for a five-year period. Others indicted that data were available for certain years, but not for all years. Several respondents stated that the data required to complete the Model could be located in various offices at the institutions. To expedite the completion of the Model, institutions encountering these problems would need to centralize the location of data on all programs. Use of the PVASIA Model will serve as the incentive for developing a centralized data base for all programs.

Two major recommendations resulted from the study's findings, including:

1. It is recommended that further study be conducted on the Model to determine the extent to which it can be adapted to diverse vocational and technical programs other than the types included in this study.
2. The findings of the study also suggest the need for further testing of the reliability; of internal/external validity of data elements and criterion-referenced variables used in the design of the model. Therefore, it is recommended that further study be conducted to determine the efficacy of the model for broader application.

APPENDICES

ANNOTATED BIBLIOGRAPHY

(State-of-the-Art)

SECTION I

DIALOGUE/ERIC SEARCH

Abramson, Theodore, and Stephen Gass. "Evaluation of a Community College Career Education Program for the Homebound Handicapped," *Community/Junior College Research Quarterly*, IV, No. 2 (Jan-Mar 1980), p111-25.

Outlines the procedures and results of a study conducted at Queensborough Community College (New York) to evaluate business education programs for homebound handicapped students. Analyzes the responses of and extent of agreement among the handicapped students, the faculty, and in-class student peers. Makes four recommendations for program improvement. (JP)

Alba, Richard D, and David E. Lavin. "A Rebuttal of Lau," *Sociology of Education* LVII, No. 2 (April 1984) 130-31.

The authors argue that, even if the two groups of students that they studied- -transfers and natives--were not perfectly equivalent, their finding that the lower academic achievement of the transfer students can be attributed to their community college experience still holds. They present evidence on behalf of their conclusion. (RM)

Alderman, Donald L.; And Others. "PLATO and TICCIT: An Evaluation of CAI in the Community College," *Educational Technology*, 18, 4, 40-5 Apr 1978.

Results of demonstrations of two computing systems, differing in configuration and educational services, are analyzed in terms of student achievement and attrition for the PLATO system, and student performance in TICCIT. The two studies were conducted by the Educational Testing Service (ETS). (RAO)

Alkin, Marvin C., and Brian M. Stecher. "EOPS: A User Oriented Procedure", *Education Evaluation Associates*, Northridge, Calif. 1981, 193p.

This seven-part report presents a recommended plan for state-wide evaluation of the Extended Opportunity Programs and Services (EOPS) program in the California Community College System. Chapter I describes the procedures used by Educational Evaluation Associates in devising the plan, discusses the role played by evaluation study groups, representing legislative/executive and college constituencies. Chapter II presents an assessment of existing sources of evaluation data, including the EOPS evaluation form, fiscal and budget reporting forms, student data cards, the Unified Statewide Reporting System, proposed on-site operational program reviews, fiscal audits, and EOPS year-end reports. Chapter III describes the information needs of the legislative/ executive and college groups for determining EOPS program success. Chapter IV compares the EOPS program data sources with the EOPS information needs as indicated by

A guide to help identify strengths and weaknesses of study abroad programs is presented. Questions about the major components of these programs are listed, along with answers illustrating the most positive and negative responses. The components are classified under four headings: basic information, academic aspects, interaction with the host culture, and administrative aspects. Within these categories, the following areas are covered: printed materials, objectives, admission requirements, curriculum, faculty, academic resources, orientation, cross-cultural involvement, sponsoring institution or organization, program administration, affiliation with a host country institution, housing and meals, supportive services, costs, and travel arrangement. Steps in conducting an evaluation of a study abroad program are outlined, and four appendices are included that serve as worksheets for the evaluation; a total of 89 questions are asked in the evaluation process. The appendices are as follows: questions to be applied to printed materials, questions to be answered by program administrators, questions to be answered by alumni, questions to be answered by evaluations during an on-site review, and a master summary form. (SW)

Andrews, Hans A., and William A. Marzano. "Faculty Evaluation Stimulates Expectations of Excellence,"Community and Junior College Journal, LIV, No. 4 (December-January 1984) 35-37.

Considers important elements of comprehensive faculty evaluation systems (e. g., provision of formative feedback for instructors performing unsatisfactorily and of incentives for excellence). Details the development and results of the evaluation system at Illinois Valley Community College. (LAL)

Andrews, Hans A. Awarding Faculty Merit Based on Higher Level Needs. Illinois Valley Community Coll., Oglesby. 1986. 28p.

In 1984-85, a nationwide survey was conducted of merit pay practices in community colleges to discover the impact of public pressure for merit pay on the community college system. Questionnaires were sent to more than 1,300 community, technical, and junior colleges, requesting information on the nature of faculty evaluation at each college. Study findings, based on a 62.7% response rate (N=816), included the following: (1) 700 respondents indicated that both part-time and full-time instructors, including tenured faculty, were subjected to regular, systematic evaluation; (2) 18.1% of the respondents had an operational faculty merit system; (3) 151 institutions used a combination of classroom observation and student evaluation in faculty evaluation; 116 used a combination of classroom the two study groups. Chapter V reviews several recent research studies examining different facets of the EOPS program. Chapters VI and VII present the recommendations for the evaluation system. These recommendations include suggestions for changes in several of the existing data sources; the addition of several new measures including surveys of EOPS student goals and long-term success; and the implementation of an evaluation report schedule. Several appendices provide supportive information. (AYC)

Alkin, Marvin C., and Marie Freeman. "EOPS Operational Program Review: 1985-86 Annual Report," Educational Evaluation Associates, Northridge, CA. Aug 1986, 120p.

Drawing from on-site assessments of the implementation and effectiveness of 30 selected Extended Opportunity Programs and Services (EOPS) programs operating at California community colleges, this report synthesizes information collected between September 1985 and May 1986 through student and faculty/staff surveys, 1,025 detailed interviews with faculty and staff, and 298 interviews with students. First, an executive summary describes the types of services typically provided by EOPS programs in the areas of management, outreach and recruitment, instructional development and services, counseling, transition, special activities, financial aid coordination, and staff development and training. Chapter 1 describes the Operational Program Review (OPR) process used in the study, identifies the main sources of information about the programs under review, and offers a profile of EOPS students who participated in those programs. Chapter 2 presents an overview of the structured, planned activities conducted by the EOPS programs reviewed during the 1985-86 academic year. Finally, chapter 3 addresses the question of how to improve EOPS in the areas of program administration, image/awareness, coordination with college services, program plan, advisory committees, compliance with "over and above" regulations, facilities, outreach/recruitment, c instructional development, counseling, transfer and transition activities, special activities, financial aid, and staff development. Specific recommendations are presented for each college reviewed. Appendices include data on EOPS student demographics, educational goals, and high school graduation status for the 1984-85 and 1985-86 populations, and an abbreviated handbook of OPR procedures. (LAL)

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C. Study Abroad Programs: An Evaluation Guide. National Association for Foreign Student Affairs, Washington, D.C. May 1979 42p.; Revised version of a guide originally developed by James S. Frey.

observation, peer review, and student evaluation; and 71 placed primary emphasis on student evaluation; (4) 41% indicated that there was a "presence of faculty collective bargaining" on campus; (5) 14 states had no community colleges with merit pay plans; and (6) the Virginia community college system and the State University of New York provided statewide direction for merit plans. The study report includes descriptions of specific career ladder approaches and merit recognition programs in place in community

Andrews, Hans A. Evaluating for Excellence: Addressing the Need for Responsible and Effective Faculty Evaluation. 1985 193p.

Arguing that boards of education, trustees, administrators, and faculty leaders can and should work together to ensure excellence in instruction, this book presents a comprehensive framework for an administrative faculty evaluation system. Chapter 1 suggests that the first step in evaluating for excellence is to develop a profile of the strengths and personality factors to be looked for in job candidates. Chapter 2 urges college governing boards to ensure that the process of contract negotiations does not detract from their authority and responsibility in the area of faculty evaluation. After underscoring the importance of determining faculty qualifications and competencies, chapter 3 offers examples of minimum qualifications to teach in various subject areas, suggests a procedure for obtaining competency status, and looks at the use of the concept of competency in staff reductions. Chapter 4 discusses board policies in the development of an administrative evaluation system. After consideration of a process for evaluating non-tenured faculty in chapter 5, chapter 6 builds a case for an administrative classroom evaluation system for tenured faculty. In chapter 7, the legal and competency needs of academic administrators are defined. Chapter 8 provides examples of positive evaluation statements by administrators, chapter 9 looks at merit pay as a method for rewarding instructional excellence, and chapter 10 provides examples of negative evaluation in relation to a number of in-class teaching methods, student motivation techniques, classroom preparation, and time management. In chapters 11 and 12, advice is offered to the governing board on preparing and issuing a notice to remedy and preparing for just cause dismissals of faculty. Chapter 13 offers concluding comments. A sample evaluation form is appended. (AYC)

Armijo, Frank, and others. Comprehensive Institutional Planning: Studies in Implementation. National Center for Higher Education Management Systems, Boulder, Colo. 1980, 373p.

Case studies that describe the attempts of three colleges to improve institutional academic and program planning are presented. The institutions-- Willamette University, Lorain County (Ohio) Community College (LCCC), and Ohio University--

attempted to adapt and implement the planning process described in "A Handbook for Institutional Academic and Program Planning: From Idea to Implementation" (Kieft, Armijo, and Bucklew, 1978). The process has three major steps: (1) conducting a preplanning assessment, (2) describing the context for planning, and (3) implementing and operating the process. For each institution, background information is presented about its size, mission, and governance structure; past planning practices; and current institutional planning activities. Each institution's current planning practices are then evaluated. The emphasis on the case study of Willamette's experience is directed to preimplementation and initial implementation activities. In addition to developing a process similar to the one described in the "Handbook, " LCCC integrated the planning process with management-by-objective procedures used by the college since 1973. Ohio University has a relatively complex planning process, initiated in 1976, that evolved simultaneously with the process set forth in the "Handbook." Sample questionnaire progress reports, excerpts from planning documents, and other descriptive materials are appended. (SW)

Arreola, Raoul A. "Establishing Successful Faculty Evaluation and Development Programs,"New Directions for Community Colleges, XII, No. 1 (March 1983) 83-93.

Examines obstacles to and errors in establishing faculty evaluation and development programs. Presents 12 guidelines for overcoming obstacles and avoiding errors, including the identification and enlistment of high-level administrative support; responsiveness to faculty concerns; and the establishment of development centers, advisory boards, and faculty reward structures. (DMM)

Berdahl, Robert O. "Legislative Program Evaluation," New Directions for Institutional Research, No. 16 (Increasino the Public Accountability of Higher Education) v4 n4 p35-65 Win 1977.

The processes and effects of state performance audits of postsecondary academic programs are illustrated by case studies in Wisconsin and Virginia. Main problems are: the difficulty of establishing legislative intent; lack of appropriate performance indicators, measures, and standards, and issues of timeliness and impact. (MLW)

Berry, J. L. and Allen Pred. Central Place Studies: A Bibliography of Theory and Applications. Regional Science Research Institute, Philadelphia. 1965.

Annotated bibliography providing to 1960 geographic theory and empirical work relating to the size, spacing, and functions of cities; trading areas, urban spheres of influence; consumer shopping and travel behavior.

Bessent, Authella and Wailand E. Bessent. Productivity in Community College Programs: A Technique for Determining Relative Efficiency. Community Coll. Productivity Center, Dallas, TX. Dec 1981, 45p.

The Data Envelopment Analysis (DEA) model, a conceptual model for measuring productivity and efficiency, is presented and applied in this report. First, the DEA model is described, and three of its properties that make it particularly useful are identified; i.e., it measures efficiency of units relative to each other rather than to absolute criteria; it permits the use of multiple inputs and outputs; and it provides management information relative to the inputs and outputs of particular units. After detailing the theory and method of the DEA, the report applies it to measure the efficiency of 22 occupational programs in a comprehensive community college. First, the college setting is described, and then its decision-making units (DMU's) are identified, output and input measures currently used to make program and budgeting decisions are defined, and the results of the analysis are presented and discussed, with particular emphasis on the information produced by the analysis that has administrative significance. Examples of the use of such information are provided for three allied health programs. Finally, the limitations and requirements of the DEA technique are considered, as well as theory extensions that are under development. A technical appendix, specifying the mathematical model, and an extensive bibliography are included. (Author/KL)

Blank, Rolf K. " Marketing and Recruiting in Urban Magnet Schools: Implications for Change in School-Community Relations,"Urban Education, v21 n3 p263-79 Oct 1986.

Analyzes the effectiveness of marketing methods such as the following: (1) public relations, (2) student recruiting, and (3) information dissemination. Considers their impact on the community-school relationship. (LHW)

Blasi, John F., and Barbara S. Davis."Outcomes Evaluation: A Model for the Future," Community College Review, XIV, No. 2 (Fall 1986) 53-57.

Examines issues and problems related to the measurement of community college outcomes in relation to mission and goals. Presents a model for outcomes evaluation at the community college which derives from the mission statement and provides evaluative comment and comparison with institutional and national norms. (DMM)

Blood, Richard W. Evaluation of Online Searches. American Library Association, Chicago, IL. Machine Assisted Reference Section. Nov 1981 58p.

Based on an analysis of online search evaluation forms collected from all types of U.S. libraries, and a pilot test of a draft evaluation form in selected federal research libraries, this report presents the work of the American Library Association's (ALA's) Machine-Assisted Reference Section (MARS) Committee on Measurement and Evaluation. The committee was concerned with the evaluation of searches conducted on commercially available systems such as DIALOG, ORBIT, and BRS. The report emphasizes the process of evaluating online services and the key importance of identifying clearly stated, measurable goals as the initial step in the evaluation process. Four major performance criteria--recall, relevance or precision, user effort, and response time--are identified as major evaluation criteria. The search evaluation form recommended by the MARS committee is appended. The design and use of this form and each of its 10 questions are discussed, as well as its place in an online search service's management information system. Questions ordinarily included on evaluation forms, but excluded from this recommended form, are also reviewed. Finally, the report considers sampling the users of online services, the analysis and interpretation of evaluation forms, and the implementation of modifications to online reference services based on users' evaluations. (Author/ESR)

Blue, Monte Lynn, and others. Abstracts from the Eighth Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee. Texas Association of Junior Coll. Instructional Administrators, Jun 1979 23p.; Excerpted from the Eighth Annual Report to the Texas Association of Junior and Community College Instructional Administrators by the Research Committee (June, 1979)

Nine abstracts summarize research projects conducted by the Research Committee of the Texas Association of Junior and Community College Instructional Administrators. These research projects were: (1) A Study of Perceived Need Deficiencies of Public Community/Junior College Faculty Members in the State of Texas; (2) Perception of Success of Accountability Systems in Public Community Junior Colleges; (3) The Perceived Effectiveness of Community Services Programming at Texas Public Community Colleges; (4) The Relationship between Instructor Morale and Administrative Climate in Selected Community Colleges; (5) The Relationship between Motivational Characteristics and Achievement in Alternative Instructional Modes in a Community College Introductory Psychology Course; (6) Present and Preferred Personnel Practices Involving Part-Time Instructors at Southwestern Community Junior Colleges; (7) A Report on Curriculum Development by Academic Affairs Officers in Junior/Community Colleges; (8) Use of Instructional Resources by Community Junior College Occupational Instructors; and (9) An Historical Study of Campus

Governance, Tenure, and Salaries in Public Two-Year Colleges in Texas. Appended to the report is a list of requests for research information in four areas: faculty, the effective use of resources, student needs, and administrative and philosophical questions. (Author/JP)

Boggs, George R. "Faculty Evaluation."*Community College Review*, XI, No. 2 (Fall 1983) 34-41.

Argues that faculty evaluation should utilize multiple methods including evidence of student learning and peer, student, self-, and administrative evaluation. Suggests that administrative evaluation involve classroom observation of teacher and student behavior, plus pre- and postobservation conferences to develop plans for improvement. (DMM)

Booz, Allen Public Administration Services, Inc., Washington, D.C. *Evaluation Study of Job Development in Standard Metropolitan Statistical Areas*. Volume I of II. Final Report. 14 Sep 1972 364p.

This report is one of two evaluating job development activities being carried on in 16 metropolitan areas. Programmatic activities being explored include those of: (1) The Concentrated Employment Program, (2) The Work Incentive Program, (3) Job Opportunities in the Business Sector, (4) MDTA Institutional Program, (5) The Employment Service Program, and (6) Job Corps. Analyzed are the viability and effectiveness of current job development systems, reasons why some systems are more effective than others, major problems inhibiting the success of job development, best ways of reaching employers, basic improvements needed in the systems, and the best composition of a successful job development system. Personal interviews with over 2,000 persons and administrative and program reports in the 16 areas formed the data base for this evaluative assessment. A second report, mentioned above, is available in this issue as VT 020 232. (Author/SN)

Bray, Dorothy. *The Evaluation of Remedial Programs in the Community Colleges.* Sacramento City Coll., Calif. May 1984, 16p.

Various aspects of the goals and processes of the evaluation of remedial programs are discussed in this paper. The first section discussses assumptions related to remedial program evaluation in California's community colleges and highlights two perspectives, based on whether the remedial programs satisfy internal and/or external criteria. Next, a review is provided of currently available information on remedial programs and the elements related to effectiveness in successful programs. The following section offers assumptions about factors contributing to the program effectiveness at the state or system level, the institutional level, the programmatic level, and with respect to students and learning in remedial programs. Next, activities are suggested contributing to program evaluation and a model is presented recommending activities and areas of investigation. Issues, problems, and priority concerns are then outlined with respect to the role of management in program evaluation. Finally, a check list of factors influencing efficiency and effectiveness is provided, covering comprehensiveness, institutional factors, and student performance. (HB)

Brendt, Richard L., and Michael H. Parson " Evaluation of Part-Time Faculty," New Directions for Community Colleges, v11 n1 p33-43 Mar 1983 .

Considers the contrasting yet complementary relationship of accountability and parity with respect to part-time faculty. Using Hagerstown Junior College as a frame of reference, considers formative and summative evaluation objectives and procedures for part-time faculty evaluation. Looks at the utility of evaluation and its benefits to faculty and the institution. (DMM)

Breuder, Robert L.,and Art Pollock. "Developing Non-Traditional Programs." Community College Revieww, XI, No. 1, Summer 1983) 13-20.

Identifies ingredients necessary for successfully developing programs which use innovative modes to achieve progressive institutional goals. Outlines the process of program development (i.e., identify target group; conduct needs assessment; develop knowledge base; examine limitations; review existing delivery systems; and design, field-test, and implement programs). Provides guidelines for assessing nontraditional programs. (LL)

Burrill, Dwight A., and Roland J. Chapdelaine. "Quality and Competence: Inseparable Imperatives." Apr 1982, 20p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

Though extensive research has been conducted to measure educational outcomes in terms of quantity and cost, there has been little discussion or analysis of educational quality and its measurement. Quality may be defined in terms of whether a service or product meets or exceeds prespecified standards and can be measured in relation to defined outcomes of a short-, medium-, or long-term nature. At Howard Community College (HCC), a model was developed to improve educational quality and provide criteria for measuring this improvement. The model involves a systems approach with six elements, i.e., analysis of course content in terms of goals, establishment of behavioral objectives, study of students taking courses and of course structures, development of an enriched learning approach for all students or an alternative learning strategy, implementation of learning strategies, and revision of strategies where appropriate. The success of this model is measured according to short-range goals (e.g., through studies of student success rates in courses and surveys of student and faculty attitudes) and intermediate-range goals (e.g., obtaining employment, successful transfer, goal achievement, and employer satisfaction). Long-range goals, including career success, quality of life, and position in the community, have not yet been measured. This model provides a first step in defining and measuring educational quality, which can serve as the basis for establishing accountability to constituencies. The paper includes findings from several HCC studies measuring educational quality. (HB)

Bursik, Robert J. Jr.and Jim Webb. "Community Change and Patterns of Delinquency," American Journal of Sociology, v88 n1 p24-42 Jul 1982.

Examines the effect of community changes on the distribution pattern of delinquency in Chicago, Illinois, between 1940 and 1970. Findings from a 1942 study that distributional patterns of delinquency remained stable despite racial and ethnic invasion and succession are reexamined using data collected over three subsequent ten-year periods. (Author/AM)

Butler, Addie J., and Raymond Al Pietak. "Helping High School Graduates Help Themselves." Journal of Studies in Technical Careers, v7 n1 p6-14 Win 1985.

Describes the COMPETE (Community College of Philadelphia Education to Employment) program, focusing on research and evaluation strategies to examine the success of the program. A summary of statistically significant relationships is discussed. (CT)

Butte Coll. "Evaluation of Remedial Programs: Pilot Study Final Report." Oroville, CA. Aug 1985 42p.; Prepared by the Design Team of Butte College.

A description is provided of a pilot study conducted at Butte College to develop and test evaluation procedures for the college's remedial and developmental reading, English, and math programs. Part I of the report includes five sections: (1) a description of the remedial reading, English, and mathematics programs as they existed at Butte College in 1983-84; (2) a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83; (3) an examination of the improvement in basic skills of students enrolled in developmental reading and mathematics classes; (4) an evaluation of the success of remedial English students in subsequent Butte College courses; and (5) a retrospective study of the success of students who were enrolled in remedial classes at Butte and later transferred to California State University, Chico. Part II of the report details the methodology, assumptions, and criteria employed for each of the five components of the study. Part III summarizes the results of the project, discusses the strengths and weaknesses of the process, and offers conclusions and recommendations. (Author/LAL)

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges. " Learner Outcomes Handbook. Improving Community College Evaluation and Planning." 1984, 71p.

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project, this handbook describes procedures for documenting the learning students take with them from college. Introductory material on the FIPSE project and the learner outcomes approach to college evaluation is followed by a discussion of alternate assessment procedures, including testing, institutional records, and surveys. The next sections look at each of these evaluation methods in detail. The section on the direct assessment of learning through testing considers the use of tests developed locally by individual faculty members or faculty groups and externally developed tests; the development of short-essay test questions; common flaws to be avoided in test construction; the characteristics of effective short-essay questions; the aggregation of the results of multiple- choice questions; multiple-choice tests; and the development of multiple- choice questions. The section on the use of existing college records advocates the determination of patterns of course completion as a way of expanding information, and suggests steps to increase detail in inferences about student learning based on college records. The use of surveys to gather information on learning outcomes is discussed next, with particular emphasis on follow-up surveys and the construction of useful surveys. Finally, the uses of learner outcomes data are explored. Information on sampling theory is appended. (LAL)

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges. "Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine." 1983, 36p.

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve planning and evaluation in community colleges, this working paper is intended for use by 20 community colleges in California undergoing accreditation self-studies during 1982-83, who were asked to evaluate their performance with respect to statewide priorities and standards. Following introductory material describing the paper's background and the FIPSE project, the purposes of the working paper are delineated. Next, nine statewide priorities are presented, relating to the following concerns: (1) open admissions; (2) opportunities for individual enrollment determined by student readiness and willingness to learn; (3) instructional excellence and balance; (4) high quality, articulated transfer programs; (5) preparation for gainful employment through degree programs, short-term programs, and joint programs with business; (6) student guidance and support services; (7) remedial education; (8) continuing and community education programs; and (9) responses to local needs through community services. The next section contains guidelines for institutional evaluation with respect to each of the priorities. Next, examples are provided describing hypothetical evaluations of three statewide priorities by three districts, reflecting an approximation of real conditions and a possible analysis and problem identification process. A discussion of the Board of Governors of the California Community Colleges' role in evaluation is appended. (LAL)

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges. " Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten." 1982, 91p.

One of a series of papers developed as part of a project to improve planning and evaluation in community colleges, this working paper discusses the outcomes approach to evaluation in higher education and describes current projects utilizing outcomes measures in community colleges. Section I defines the outcomes approach as an analysis of the end products of organizational activities, cites prior attempts to create models and concepts for outcomes research in higher education, and presents an outcomes typology that categorizes research and writing. Section II discusses the relationship of outcomes evaluation to community and junior colleges and describes different types of learner outcomes (i.e., concrete learner outcomes such as transfer, degree attainment, and employment and income; abstract learner outcomes such as cognitive and affective development; and social learner outcomes such as benefits to the local community and to society at large). Section III reviews the ways in which the outcomes evaluation approach is currently being used in the evaluation and operation of postsecondary institutions, focusing on the standardized testing and measurement of outcomes, attempts to refine the concept of outcomes in postsecondary education, and the use of the approach in institutional management and the creation of funding formulas. Finally, the last section summarizes the current issues in outcomes evaluation. (HB)

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges. "Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four." 1982, 70p.

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve evaluation and planning in community colleges, this working paper presents a plan of purposes and activities to experimentally test a model of delineation of responsibilities among accrediting commissions, state agencies, and local community college districts. Following introductory materials on the project, the paper presents certain assumptions and expectations to be understood in defining the complementary roles of the Office of the Chancellor for California Community Colleges (CCC) and the Western Association Accrediting Commission for Community and Junior Colleges (ACCJC). This section includes a matrix showing objectives, participants, and responsibilities with regard to the FIPSE project. The next section focuses on the organizational relationships between the CCC and ACCJC, examining the quasi-hierarchical levels of institutional accountability, evaluation, and planning in the CCC, the role of the FIPSE project in community college accountability, influences in the community college environmental network that reduce and promote conflict, and cyclical stages in institutional planning. Next, a discussion is provided of the relationships between accreditation standards and goals of the Board of Governors of the CCC, and of the gaps in the state goals and ACCJC standards. Appendices propose a delineation of functions, present a statement of CCC philosophy and goals, and provide ACCJC accrediting standards. (LAL) Aleamoni, Lawrence M. "Developing a Comprehensive System to Improve and Reward Instructional Effectiveness." 31 Jul 1980, 16p.; Paper presented at the National Faculty Evaluation Project Workshop for Community Colleges (1st, Gainesville, FL, July 31, 1980).

In response to the problem of developing a comprehensive system of evaluation to improve and reward instructional effectiveness that is acceptable to both the academic and administrative arms of an institution, this paper presents a series of recommendations comprising a possible approach to the problem. After providing a rationale for a comprehensive faculty evaluation system and reviewing current practices, the elements of the proposed system are explored. These include: (1) methods of assessing instructional effectiveness, e.g., student evaluation of teacher performance, instructor self-evaluation, assessment of students' achievement rates, and peer evaluation; (2) methods of providing results to instructors in a manner that allows the easy and accurate identification of instructional problems as well as suggestions for solving such problems; (3) options the instructor should consider based on whether the evaluations are positive or negative, ranging from the placement of positive assessments in departmental files for use in rank, pay, or tenure considerations to the development of instructional improvement plans and strategies; (4) implementation of the instructional improvement proposals for rectifying weaknesses identified during the assessment process; and (5) adminstrative procedures for considering instruction in the institutional reward system with evidence of teaching effectiveness weighted accordingly in a "teaching + research + service" equation for arriving at rank, pay, and tenure recommendations. (Author/HB)

California Community Colleges.tudents Needs Assessment Handbook. Sacramento. Office of the Chancellor. Jun 1980, 303p.

This handbook is intended to serve as a practical guide for community college and district personnel to use in surveying the needs and preferences of individuals for occupational education. The contents were developed during a three-phase curriculum development project. The most important project phase for developing the handbook consisted of a series of district and college pilot tests of various approaches to needs assessment. As utilized here, the term needs assessment means a survey which measures the perceptions, opinions, preferences, and perceived needs of a population with respect to some aspect of education and educational institutions. Included in the contents are: approaches to conducting a needs assessment; steps in conducting an in-house assessment; contracting with an outside organization; and, selected references. (Author/GK)

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges. Evaluating Statewide Priorities. Revised August 1986. Aug 1986, p77.

This handbook on evaluating statewide priorities is intended for use by those community colleges undertaking accrediting self-studies during 1986-87. The handbook contains (1) the suggested format for reporting the results of institutional self-evaluations; (2) statewide priorities, adapted from the Board of Governors' December 1983 policy statement on statewide community college mission; (3) guidelines and steps for evaluation; and (4) ten example analyses. Emphasizing outcomes measures, these examples use as a frame of reference trends over time, comparisons with other colleges, and comparisons with existing standards and norms. They describe hypothetical evaluations of ten priorities within the statewide mission statement of the Board of Governors; i.e., access, student assessment, program evaluation, transfer education, occupational education, liberal arts and general education, student services, remedial and basic skills education, noncredit continuing education, and community services. Appendices include a memorandum of understanding between the California Community College Board of Governors and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and a summary of the analytical steps involved in self-evaluation. (EJV) Measures of Effectiveness Project. Second Evaluation Report, Fiscal Year 1983- 1984. Los Angeles County Office of Education, Downey, CA. 1986, 83p.

The Los Angeles Community College District (LACCD) provides a Campus Child Development Center (CCDC) educational program for the preschool children of its college students at all nine of its campuses. In 1983-84, on-site, peer review team visits were conducted to evaluate the centers in terms of their achievement of six program objectives. The objectives related to: (1) enhancing access to higher education and job training for the student-parent; (2) serving as a field training site for all academic departments; (3) functioning as an early childhood education program for children of college students; (4) maintaining an exemplary community college campus-based child development center program; (5) offering a parent involvement program to enhance parenting skills; and (6) expanding and enhancing existing child development services. The evaluation team was composed of two program directors, two instructors, and the county evaluation consultant. This evaluation report begins with information on the original intent and future plans for the district's CCDC program, states the CCDC philosophy, and describes the centers. Next, program evaluation results are detailed by program objective, providing information on personnel responsible, the tasks involved in achieving the objectives, and the measures to be used to assess the accomplishment of the tasks. Special commendations are given to programs with outstanding achievements. Next, program evaluation results are provided for each of the nine LACCD campuses. A survey instrument for parents and census report are appended. (LAL)

Caponigri, Rocco S., and others. Mastery Learning Workbook 1982. Chicago City Colleges, Ill. 1982, 210p.

This 10 unit manual introduces the concepts and components of mastery learning and helps instructors organize mastery learning courses of their own. Unit I introduces mastery learning as a process involving the development and presentation of objectives, homework, formative evaluation, corrective assignments, evaluation retakes, and summative evaluation. This unit also presents Carroll's model for school learning and summarizes the first decade of mastery learning's use in the City Colleges of Chicago (CCC). Unit II studies the cognitive and affective entry characteristics of students and their affect on performance in a new learning situation. Unit III outlines the use of learning objectives in a mastery learning course and presents Bloom's and Gagne's taxonomies of student objectives. After Unit IV covers the preparation of learning objectives, Unit V describes the role and incorporation of formative evaluation in the mastery learning course. Next, Unit VI discusses the use of corrective techniques, which provide individualized instruction corresponding to learning difficulties revealed by formative evaluations. Unit VII deals with the development of retake test items to assess the impact of correctives. Unit VIII considers ways of developing summative evaluation to, for example, assign grades. Following Unit IX's discussion of CCC's Mastery Learning Project, Unit X presents a critique of mastery learning as an educational theory and teaching strategy. A bibliography and mastery learning teaching methods scale are appended. (HB)

Canadian Commission of Employment and Immigration, Ottawa (Ontario). NATCON 5. 1983, 233p. (Published in French under the title "CONNAT 5.")

This collection of articles on vocational guidance and counseling is one of the NATCON series produced by the Canadian Employment and Immigration Commission to improve the methodology of vocational guidance and employment counseling. Ten articles are included in the book. They cover the following subjects: a processing of counseling psychology for the future, a systematic approach to individual employment counseling, a prototype measure of career adaptability, vocational counseling in secondary schools, a developmental model of career education emphasizing decision-making skills, performance evaluation of guidance counselors, trends in counseling and guidance in community colleges, a British analysis of education for work programs in the United States, estimated versus measured interests and aptitudes in employment counseling, and vocational counseling with illegal drug users. Most of the articles contain bibliographies. A list of the contents of the other NATCON collections is included in the document. (KC)

Carvell Education Managment Planning, Inc. "A Comprehensive Review of Credit Instructional Programs Offered by Pasadena City Colleges, 1981-1982. Volume I. Summary Report." Los Angeles, Calif. May 1982, 116p.

The first part of a report on a comprehensive review of the credit instructional programs offered by Pasadena City College (PCC), this volume provides a description of the evaluation procedures used, and a discussion of general issues that are major considerations for program improvement. Section I introduces the program review in terms of its objectives, limitations, characteristics, and general procedures. Section II focuses on issues at PCC affecting program review and instructional planning, including changing demographic patterns in the community; changing enrollment characteristics; PCC's educational goals; organizational climate; staff perceptions; organizational considerations;

program quality; the need for a consistent management information system; and technical steps for implementation of a program review. Finally, general observations about PCC credit programs are made, including PCC faculty load comparisons; program balance; the master summary of program review outcomes by taxonomy of programs (TOP); and analyses of TOP's by size and growth patterns and in relation to PCC patterns. Survey instruments, departmental data, guidelines for the program review task force, and an analysis of programs at variance with PCC averages are appended. (LAL)

Carvell Education Managment Planning, Inc. "Outcomes of an Independent Review and Guidelines for the Implementation of a Program Review Model. Volume II. Technical Report." Los Angeles, Calif. May 1982, 144p.

instructional programs offered by Pasadena City College (PCC), this volume contains a technical description of the data collection and assembly procedures used in the program review and provides guidelines for the implementation of the program review model. The first section offers a detailed description of the procedures used by Carvell Education Management Planning, Inc., to obtain, assemble, and organize data and includes a discussion of the purpose of the program review, the operational principles of the model, and formulas for determining the values of variables in the program review (i.e., instructional productivity factors such as weekly student contact hours, class size, and full-time equivalent faculty; and student performance patterns based on student grades, retention rate, and assigned instructional expenditures). A set of guidelines for PCC to follow in setting up and implementing an ongoing program review model is offered in the second section. Finally, individual summary sheets for 115 programs and a composite sheet for PCC as a whole are presented. (Author/LAL)

Cashin, William E. "Concerns about Using Student Ratings in Community Colleges," _New Directions for Community Colleges_, XII, No. 1 (March 1983) 57-65.

Addresses general problems related to faculty evaluation systems and student ratings and specific problems more common to community colleges. Recommends using student rating data in conjunction with other sources of information to compensate for its limitations. (DMM)

Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation. "Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982." 1982, 29p.

A general summary is presented of the activities of the

Center for the Study of Community Colleges during a 3-year project to revitalize the humanities in Washington's public community colleges. After introductory material, the Center's activities are described according to major functions, including: (1) to design and conduct a statewide survey on the patterns of curriculum and instruction prevalent in two-year college humanities instruction; (2) to conduct a survey of the status of the humanities in the community in which each college is located; (3) to survey student course-taking patterns and preferences; (4) to assist in developing procedures for training workshops and seminars for faculty members who pursue the project's objectives; (5) to develop evaluation methods to be used by faculty to assess the effect of humanities instruction on students; (6) to aid in the distribution of annual reports of project activities; and (7) to evaluate the overall effectiveness of the project. An evaluation of the effects of the project highlights an enhancement of faculty morale in the colleges where the surveys were conducted, the development of links among college personnel, increased connections between the humanities and occupational education, and problems of communication with state and local organizations. Appendices include campus evaluations of the project. (HB)

Cheney-Stern, Marilyn R., and Allen L. Phelps. "Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 2--A Case Study of the Illinois Occupational Curriculum Project." Illinois Univ., Urbana. Aug 1980, 60p.

As part of Project IMPACT's efforts to develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of the Illinois Occupational Curriculum Project (IOCP). The top-down study traced the IOCP from its developers to its users and documented measurable changes in the 1971 versus the 1979 curriculum development behaviors of community college administrators in Illinois. The purpose of IOCP was to develop workable process models that could be used as a guide for local education agencies and the state education agency in developing and evaluating curriculum in occupational education. The philosophy of IOCP was that educational administrators should follow a step-by-step procedure prior to making a decision. In order to aid administrators in carrying out this model process, 12 products were created. The major products were five activity manuals containing learning activities which were introduced at workshops. Evaluation of the IOCP showed that three of the four intended consequences of using the IOCP manuals were realized: more systematic planning, more use of resource materials, and more writing of specific management objectives. The intended consequence that was not realized was more staff involvement. Findings of Project IMPACT's case study confirmed the project evaluation and elucidated factors that facilitated that impact. Probably the most significant finding regarding the actual measurement of impact had to do with the importance of collecting pre- and post-data on the project in the same fashion (open-ended questions) and the observation that even when significant differences in behavior of administrators were observed, it would be impossible to ascribe the change solely to the influence of the IOCP. (KC)

Cheshire, Nancy, and Richard H. Hagermeyer. " Evaluating Job Performance," Community and Junior College Journal, v52 n4 p34-37 Dec-Jan 198 1981.

Describes the development of a job performance evaluation system at Central Piedmont Community College for faculty, staff, and administrators. States system objectives and benefits. Reviews the two-phase development of performance factors and written performance descriptors and the system's testing and implementation in annual personnel evaluations. (DMM)

Christiansen, J. R., "The Behavioral Correlates of Membership in Rural Neighborhoods," Rural Sociology, 22 (1957), pp. 12-19.

"From a study of 713 rural families in Dome County, Wisconsin, it was concluded that families who live in rural neighborhoods engage more often in certain proximal social and economic activities than do other rural families."

Clagett, Craig A. "Community College Policies for the Coming Financial Squeeze. Working Paper No. 4." Prince George's Community Coll., Largo, Md. 30 Apr 1981, 41p.

An evaluation methodology is presented by which Prince George's Community College can assess alternative responses to anticipated fiscal constraints. The paper first points to four types of responses to financial problems and reviews two studies of community college responses to financial limitations. It then states the objectives for the development of this evaluation methodology and specifies criteria for evaluating policy options. Additionally, it reveals the limitations and constraints which must be considered when evaluating policy alternatives. Next, a mechanism is presented for assigning weight to options. The paper then enumerates the elements of two policy options: continuing with past practices of adding new programs as they are needed and implementing a policy of progressive retrenchment. After the information needed to assess these policies is identified, the steps involved in evaluating the alternatives are reviewed. The paper then notes that in addition to evaluating the options with respect to their fiscal impact, each component of the policy option must be evaluated with respect to its adoption and implementation. Finally, as an expository example, the progressive retrenchment option is evaluated using intermediate revenue estimates for fiscal years 1983 through 1986. Supporting data are appended. (AYC)

Clark, Larry R. "An Interactive Planning and Program Evaluation Model for Higher Education." Nov 1982, 17p.; Paper presented at the Annual Meeting of the North Carolina Association for Institutional Research (10th, Raleigh, NC, November 10-12, 1982).

The model for long-range planning described in this report was instituted at Western Piedmont Community College (WPCC) in 1982. Introductory material outlines the elements of WPCC's planning process, i.e., the clarification of issues, the establishment of priorities, the achievement of consensus on courses of action, and the allocation of resources. This section also presents the major assumptions about the future that establish the parameters for long- range college planning, including decreases in funding, a continued increase in the nontraditional student population, and an increased emphasis on vocational and technical offerings. Following a brief review of the history of long-range planning at WPCC, the six stages of the college's planning system are presented: (1) a review in January of each year of WPCC's mission and goals by each major administrative unit; (2) a comparison of the mission and goals of each planning unit with those of the college and a review of college programs and services; (3) a written statement by each unit of future activities; (4) the compilation and review of proposed activities by the Long- Range Planning Committee (LRPC); (5) an overall evaluation of plans; and (6) an update of plans and evaluation of objectives by the Board of Trustees. Finally, the process of monitoring and evaluating the plan by means of monthly reports and quarterly reviews of planning objectives by the LRPC is presented. Forms and charts are included to illustrate various aspects of the planning process. (HB)

Cloutier, Lucinda Robinson. "Adult and Continuing Education Unit Self-Evaluation: Annual Report, 1984- 1985." Gateway Technical Inst., Kenosha, WI. Research and Planning Services. Aug 1985, 36p.

For the 1984-85 annual evaluation of the Adult and Continuing Education (ACE) Program, Gateway Technical Institute (GTI) elected to use the self-evaluation model developed by the Wisconsin state ACE Task Force. Students, instructors, administrators, program coordinators, and advisory committee members were surveyed to identify program strengths and the concerns of each group. Study findings, based on responses from 45.4% of the students (N=303), 69.9% of the instructors (N=51), 93.3% of the administrators (N=28), and 60.9% of the advisory committee members (N=28), included the following: (1) strengths identified by students and instructors were found among instruction and curriculum indicators; (2) administrators cited the sexual fairness of district publications, accessibility of programs and courses, and the ability to reach special groups as program strengths; (3) student concerns were concentrated on facilities, the registration process, and the adequacy of course selection; (4) instructors indicated emergency preparation, course content consultation, and supervisor evaluation as their concerns; and (5) administrators were concerned primarily with the lack of an ACE marketing plan. In addition to the self-study, the ACE's annual evaluation looked at economic development activities and direct services to business and industry, as well as at traditional evaluation criteria of student demographics, course offerings, and enrollments. Data tables and the survey instruments are included. (EJV)

Clowes, Darrel A. "Community College Program Review: A Model,"Community College Review, IX, No. 2 (Fall 1981) 3-9.

Proposes a community college program review model which promotes institutional autonomy and satisfies accountability demands. Recommends that community colleges use a need/access model rather than the equality/excellence model appropriate for universities. Proposes an open and flexible review process, specific products, and seven evaluation criteria for all review programs. (DMM)

Collins, Margaret "Accountability and Standards in Student Affairs." 12 May 1982, 13p.; Report submitted to the California Community Colleges Student Affairs Association.

A model for describing and assessing the effectiveness of student affairs programs is outlined in this paper as it was presented to the California Community College Student Affairs Association. First, the goals of student affairs programs (i.e., enrichment, involvement, and retention) and the impact of budget constraints on the achievement of these goals are explained. Then, a list is provided of specific functions of student affairs programs, including athletics; academic and college-related activities such as leadership classes; district and state committee activities such as student trustee selection; publications and publicity; finance and budget; student activities and services; and coordination with community groups using campus facilities. In addition, methods of documenting these functions are noted, including tickets sold, headcount, material distributed, evaluation activities, and questionnaire/survey responses. Next, a rationale is offered for student affairs programs, drawing from Alexander Astin's research on student persistence and campus involvement. Standards are then provided for four levels of student affairs activities, including standards for a core program, a moderate program at a small college, and optimal programs at moderate-sized and large colleges. Finally, a program evaluation method is suggested, which employs the list of functions, means of documenting the functions, and the four levels of program activity. Appendices include a summary of Astin's research on retention and relevant correspondence. (KL)

Clowes,Darrel A. " Community College Program Review: A Model ," Community College Review,V9 n2 p3-9 Fall 1981.

Proposes a community college program review model which promotes institutional autonomy and satisfies accountability demands. Recommends that community colleges use a need/access model rather than the equality/excellence model appropriate for universities. Proposes an open and flexible review process, specific products, and seven evaluation criteria for all review programs. (DMM)

Corder, Reginald, and Richard W. Watkins. "Search for and Development of Instruments Measuring Student Outcomes of Experience-Based Career Education Programs." External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VII. Educational Testing Service, Berkeley, Calif. Sep 1976.

Originally, this project attempted to find appropriate existing instruments that would be useful in the assessment of desired pupil outcomes for the Experience Based Career Education (EBCE) programs. When this effort proved unsuccessful, the next step was the development of systematic observations on a time-sampling basis. When this procedure was rejected, the questionnaire was developed, to be used in conjunction with in-depth pupil interviews. For this purpose, a career-planning model was developed that was intended to cover the common features of the four EBCE schools. The questionnaire covered aspects of career interest and familiarity, career requirements for first- and second-choice careers, and self ratings with respect to school-related abilities, physical abilities, creative abilities, interpersonal skills, interests, and additional personal characteristics. There were some open-ended questions that had to be coded after the interviews. Reliabilities for the coding and for questionnaire subscores were computed as well as intercorrelations among some of the variables. Rationales are presented for many of the decisions required in the process of developing this instrument. Statistical data and the interview questions are appended. (CTM)

Corwin, Luene, and others. "Evaluating and Revising Programs: A Forum of the National Postsecondary Alliance." (San Diego, California, April 16, 1985). National Postsecondary Alliance, Columbus, OH.; Ohio State Univ., Columbus. National Center for Research in Vocational Education. 1986, 123p.

This report reviews the program evaluation approaches used at three member colleges of the National Postsecondary Alliance (NPA), a consortium of postsecondary schools intent on achieving excellence in occupational education. The first paper, "Introduction" by Luene Corwin, discusses the goals and major activities of the NPA. The second paper, "Program Evaluation at South Puget Sound Community College," by Kenneth J. Minnaert, outlines the eight- component program that has been used to evaluate occupational education at this intermediate-sized school every 3 years since 1970. In a paper entitled " Program Evaluation in a Multicampus Community College District," Ted Martinez, Jr., reports on the evaluation system that was designed to deal with a multicollege entity (Dallas County Community College District) in Texas designed to serve 25,000 occupational students in 123 different occupational programs. Maurice Lemoine discusses the problem of developing and implementing a three-tiered evaluation approach at a large, single-campus college serving 25,000 students in a major metropolitan area suburb in his paper entitled " Triton College Program Evaluation Model." Appendixes to this forum report include guidelines and data collection instruments used in the evaluation processes at each of the three 2-year colleges discussed and a list of member institutions of the NPA in 1985-86. (MN)

Cousineau, John G. " Program Evaluation at Vancouver Community College," Canadian Vocational Journal, v19 n3 p18-21 Nov 1983.

Developing instructional programing priorities and planning program improvements require an understanding of how effectively program objectives are being met. A formalized process for evaluating programs has been developed at Vancouver Community College as an aid in these and other aspects of instructional planning. (SSH)

Cranton, Patricia A. "Statistical Analyses of Evaluation Results." Mar 1982 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Student questionnaire data concerning the evaluation of instruction were collected over a 3-day period. Multivariate analyses of variance were used to investigate the statistical analyses of evaluation data. It was found that: departments differed significantly on overall ratings of instruction; class size and level of instruction affected all overall ratings except those of instructor effectiveness; the effect of class size and level of instruction varied dramatically across departments; and ratings of teaching skills were different across departments, levels of instruction, and class sizes (within departments these relationships varied further). The interest/atmosphere factor was the best predictor of overall ratings of instruction. When this relationship was examined in different subgroupings, it was found that lower level students in general placed more value on organization and clarity. It is possible to pinpoint courses which are generally rated lower or higher than others, and this does not seem to be dependent on level: both the highest and the lowest ratings were most often received by level 4 courses. The generation of questions which could be answered from analyses of questionnaire data is also discussed. (Author/PN)

Crummer, Karen, and others. "Showing Off What We Do and How Well We Do It: Or How the Child Development Center Program at Nine Los Angeles Community Colleges Demonstrates Accountability." Nov 1982, 90p.; Paper presented by Donald Kester at the Annual Meeting of the California Educational Research Association (Sacramento, CA, November 18-19, 1982).

Based on on-site review team visits conducted during spring 1982, this report evaluates the Educational Campus Child Development Centers (CCDC's) operating at 9 to the 10 campuses in the Los Angeles Community College District (LACCD). After introducing the evaluation project and its participants, the report outlines the educational philosophy of the LACCD and the history and philosophy of the CCDC's. Next, the report presents brief descriptions of campus centers. Following an explanation of the organization and terminology of the evaluation report, a chart is presented showing CCDC results by program objectives associated with the following goals: (1) to enhance access to higher education for student-parents; (2) to serve as a field training site for academic departments; (3) to function as an early childhood education program; (4) to maintain an exemplary community college campus-based child development center; (5) to offer a parent involvement program; and (6) to expand and enhance existing child development services. For each objective, the chart indicates person responsible, tasks involved, evaluation method, date of completion, colleges at which the objective was attained, and additional information. The next sections of the report provide evaluations for each of the campus CCDC's. Following an evaluation summary and conclusions, appendices provide a sample of forms and survey instruments used in the project. (AYC)

Curran, Linda T.,and Carole K. Holahan. "The 1984 Institute of Texas Studies: The Texas Experience to 1865--An Evaluation." Texas Univ., Austin. Measurement and Evaluation Center. Sep 1984. 28p.

Forty-four participants completed a questionnaire (Appendix A) designed to evaluate the Institute of Texas Studies: "The Texas Experience to 1865." Section 1 of the questionnaire consisted of a listing of 20 presentations and activities of the institute and one general institute evaluation item. The remaining sections (2-10) were free-response, with participants being asked to comment on various aspects of the institute, such as format and length, as well as to make recommendations or suggestions for improving future institutes. Also included were questions regarding suggested background reading participants accomplished before and during the institute and questions about their teaching backgrounds and experience. Participant responses to these sections were summarized by grouping similar responses together (Appendix B). On the basis of these groupings, a set of content categories was derived and frequencies per category tallied to summarize the free-response data in a concise manner, as well as one that would facilitate interpretation. The institute received a very favorable evaluation by respondents: most presentations were rated as excellent; and most respondents favored the present institute format. Suggestions to improve the institute were discussed. (PN)

Cypress, Beulah K., and Michael L. DeBloois. " A Paradigm for the Evaluation of School Staffing Models: An Empirical Study." Florida State Univ., Tallahassee. Dept. of Educational Research. Apr 1972 48p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972).

This paper discusses a technique for evaluating the comprehensiveness, feasibility and viability of project models. The developed technique is based on the assumption that a school staffing model is an organizational pattern demonstrating certain specific characteristics. A method for describing these characteristics has also been developed as a part of the evaluation scheme. Three formative instruments for model evaluation are included under the title, "School Personnel Utilization Forms" (See TM 001 349). (CK)

Dahlberg, Maurine "A Manual for Post-Secondary Displaced Homemaker Programs." Central Texas Coll., Killeen. 1983, 78p.

To fulfill one objective of the Post-Secondary Displaced Homemaker Project conducted by Central Texas College, this technical manual was written to assist Texas community colleges in setting up and operating displaced homemaker programs. The manual was developed through a review of current, applicable literature, as well as input from the project's six-member statewide advisory committee and other personnel. The technical manual includes an overview of the problems faced by displaced homemakers and the ways in which displaced homemaker programs may help them. Suggestions are given to beginning programs in the areas of hiring staff members, organizing an advisory committee, setting up office facilities, recruiting and training volunteers, developing intake and recordkeeping systems, designing an evaluation plan, and acquiring clients for the program. Information also is given on the topics of meeting displaced homemakers' survival needs, effectively counseling displaced homemakers on personal matters and job decisions, and preparing displaced homemakers for the work world. Suggestions are given for providing auxiliary services for displaced homemakers; costs and benefits of operating a displaced homemaker program within a community college are discussed. References and sample forms also are included in the manual. (KC)

Davila, Daniel. "The Professional Librarian as an Evaluator for the Middle States Association," Community & Junior College Libraries, IV, No. 1 (Fall 1985) 17-24.

Outlines the policies and procedures of the Middle States Association of Colleges and Schools. Explains the role of the library/learning resources center (LRC) evaluator, and the significance of the LRC in the total evaluation process. (DMM)

D'Amico, Joseph J., and Judith A. Dawson. "Finding the Evaluation Philosopher's Stone, or How an Evaluation Study is Actually Helping Program Improvement." Research for Better Schools, Inc., Philadelphia, Pa. Apr 1985 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

The use of evaluation findings for program improvement and decision making was explored with the philosophy that different levels of information use occur--from altering perceptions of a program, to influencing major decisions about it. The strategy of deliberately involving potential information users such as clients, sponsors, and other audiences in an evaluation study was employed. A brief discussion is presented on the viability of user participation as an evaluation strategy, with special attention to its potential for increasing the use of evaluation information. A number of program changes are outlined that resulted from an increased use of evaluation information by the program staff. An analysis is presented of why the program staff, in this instance, were very receptive to the information generated by the evaluation study, and why they used it so readily to revise the program.(JD)

DeChenne, James A. Writing Learning Packets: A Practitioner's Guide. South Oklahoma City Junior College, Okla. Jan 1981, 107p.

This self-instructional learning packet was designed to introduce instructors to the development and writing of learning packets for their own courses. The packet contains seven learning modules, each providing a rationale, learning objectives, a pre-assessment test, informational text, learning activities, and a self-assessment instrument and answers. The first six modules consider specific components of learning packets, explaining why each is important and how to write or select them for maximum effectiveness. These modules focus on: (1) introductory material (i.e., the preface, syllabus, instructions, and table of contents); (2) rationale statements explaining the relevance of the module or packet to students' concerns; (3) learning objectives; (4) learning activities (e.g., computer instruction, lectures, print and audiovisual materials, discussions, role playing, simulation games, programmed instruction, laboratory activities, and independent study); (5) evaluation methods (e.g., norm-referenced and criterion-referenced assessment) and particular kinds of assessment items (e.g., true/false, multiple choice, matching, completion, short answer, and essay questions); and (6) remediation and enrichment activities. The final module discusses methods of evaluating and revising learning packets, based on assessment of instructional effectiveness, analysis of student performance, and student responses toquestionnaires. (HB)

Dellow, Donald A.,and Lawrence H. Poole. " The Microcomputer Revolution and Its Impact on Community Colleges," *New Directions for Community Colleges*, v12 n3 p5-11 Sep 1984.

Assesses the effect of microcomputer technology on traditional community college instructional roles, values, and activities. Examines issues related to computer literacy, telecommunications use, videodisc technology, information control, faculty workload, microcomputer access, and curricular change. Underscores the importance of human contact. (DMM)

Denney, Clifford O., and others. "Comprehensive Program Assessment by Students in a Multi-Campus District," *Planning for Higher Education*, v7 n4 p1-7 Feb 1979.

A comprehensive plan for program assessment by students in the San Mateo, California, community college district is described. Results compiled from the 29-item questionnaire identify the unique characteristics and problems of each college, and provide recommendations for improvement. The survey instrument is included. (BH)

Dodson, L. S. and R. N. Woodworth, "Rural Community Organization in Washington and Frederick Counties," *University of Maryland Agricultural Experiment Station Bulletin*, 437 (1940).

"Although trade areas are delineated in this study it 'is essentially an attempt to apprehend and understand those factors which contribute to social integration.' Special emphasis is placed on the study of formed organization and institutions: the school, the church and special interest organizations."

Duncan, O. D. and A. J. Reiss, *Social Characteristics of Urban and Rural Communities*. New York: John Wiley and Sons, Inc., 1956.

"Four factors are studied as 'independent variables' or 'determinants of differences among communities.' These are size of community, spatial organization of communities, community growth and decline, and functional specialization of communities. A fifth factor, regional location, is regarded as a 'control factor' whose effects sometimes need to be taken into account in the analysis."

Duncan, Verne A. "The State of the Schools: Oregon, 1983." Text of the Annual State of the Schools Address (7th, Portland, Oregon, September 15, 1983). Oregon State Dept. of Education, Salem. 15 Sep 1983, 18p.

This address by the Oregon State Superintendent of Public Instruction presents proposals for achieving educational excellence. The introduction to the plan briefly discusses the state of school finance, the upcoming property tax relief vote, and the interest indicated in national reports for accelerating school improvement. The eight proposals specifically presented provide for (1) a state-required curriculum, (2) testing of basic skills for all students in the third, sixth, and tenth grades, (3) a state-level eighth-grade examination for all students, (4) increased math and science requirements, (5) development of school profiles, (6) a state honors diploma, (7) state board of education authority over the teacher and administrator evaluation process, and (8) effective use of school time. Other areas mentioned as having priority during the school year are technology, development of public/private partnerships, vocational education, and community colleges. The address concludes with a call to raise expectations for students and educators and to promote educational excellence. (BJD)

Dyer, Patricia A., Ed. "American Mathematical Association of Two-Year Colleges Developmental Mathematics Curriculum Committee: Annual Report." American Mathematical Association of Two-Year Colleges. 9 Oct 1981, 27p.

This annual report by the Developmental Mathematics Curriculum Committee (DMCC) of the American Mathematical Association of Two-Year Colleges (AMATYC) includes seven subcommittee reports. After introductory material, the annual report outlines the DMCC's goals, enumerates its objectives for 1981 through 1986, and establishes revised goals for the collection and exchange of program evaluation information and materials. The first report, by the DMCC Evaluation Subcommittee, begins with an evaluation model, details a five-year plan, and summarizes the results of a survey of course completion at 20 schools in 17 states. The report by the Handheld Calculator Subcommittee capsulizes the findings of studies of calculator use and impact in two-year colleges. The Minimal Competency Subcommittee report establishes six objectives to be attained in identifying a minimum level of mathematics literacy for all college-level students. The

Newsletter Subcommittee report briefly lists methods of facilitating information exchange between the DMCC and the AMATYC. The report by the Student Learning Problems Subcommittee details a five-year plan and presents results of an AMATYC membership survey conducted to identify perceived learning problems. The report of the Subcommittee on Teacher Qualifications provides recommendations for an AMATYC position statement on two-year college instructor qualifications. The Testing Subcommittee report lists goals to be accomplished in the identification of suitable tests. The concluding section highlights areas for further research. (KL)

Dzierlenga, Donna Wells, Comp. "ERIC: Evaluating Community College Administrators and Faculty," Community College Frontiers, IX, No. 1 (Winter 1980) 53-56.

Provides citations and abstracts for six documents from the ERIC junior colleges collection dealing with the evaluation of community college administrators and faculty. Specific topics covered in the documents cited include president evaluation, faculty evaluation systems, student evaluation of faculty, and the assessment of part-time faculty performance. (JP)

Elterich, Kenneth; And Others. "A Comparative Analysis of the Effectiveness of Community College Counseling Services as Perceived by Students, Faculty, and Counselors," Community/Junior College Research Quarterly, v3 n2 p139-49 Jan-Mar 1979.

Questionnaires, administered to counselors, students, and faculty in Connecticut's community colleges to determine the extent to which various functions of the counseling program were being satisfactorily achieved, revealed that faculty were generally supportive of the services, while students and counselors were more generally critical. (MB)

Erling, Sally. "Assessment of Programs for Gifted Students. Phase 1: Interim Progress Report." North York Board of Education, Willowdale (Ontario). Feb 1985, 42p.

A study was conducted to review the programs provided for gifted children by the North York, Ontario, Board of Education. The current report is an interim progress report encompassing the first phase of the study. Data collection for this phase focused on parent and teacher perceptions, and student self concepts. A questionnaire was used to study parent perceptions. Teachers had the option of a questionnaire or an interview, and students completed the appropriate level of the North York Self Concept Inventory. Results showed that the programs for the gifted had been well received by the staff and the parents of the students. The programs met the needs of the gifted children. The comments about the program referring to the elementary program were most positive. In higher grades some teachers experienced difficulty meeting individual needs through program modification. Suggestions for changes to the programs were offered. The parent and teacher survey questionnaires are appended. (JAZ)

Evans, Karen, and Alan Brown." TRADEC II. An Evaluation of Trades Education Schemes. II. Research Findings. A Project Report." Further Education Unit, London (England). Mar 1983.

This report presents findings of an evaluation of the Trades Education (TRADEC) schemes to report on the approach's distinctive features and to assess its effectiveness and potential to meet the needs of the populations it serves. Chapter 1 describes the origins and key features of TRADEC courses; succeeding chapters examine how they were implemented. These key features and issues in the operation of the TRADEC system are commented upon in chapters 2 through 9: initiating and maintaining a TRADEC scheme; the client populations; special curriculum features; learner benefits; employer involvement and commitment; implementation, monitoring, and support; assessment; and costs and viability. Chapter 10 presents five case studies of selected schemes within the five fields in which implementation has been achieved. The final chapter compares TRADEC both with conventional vocational day-release courses and the emerging schemes of vocational preparation. It concludes that TRADEC schemes in design have the potential to align themselves with other approaches, but in operational terms more needs to be done. (YLB)

Fadale, LaVerna M., and others. "Assessment of Effectiveness of Developmental Programs in Postsecondary Occupational Education: Phase II." State Univ. of New York, Albany. Two Year Coll. Development Center. Sep 1984, 48p.

Results from the second phase of a project to investigate strategies and outcomes associated with the assessment and evaluation of developmental/ remedial/basic skills programs in New York State are presented in this report. Part I introduces the Assessment of Effectiveness of Developmental Programs in Postsecondary Education project, and the major goals and concerns addressed in its two phases. Part II describes the three major activities of Phase II of the project: (1) a follow-up of all two-year colleges responding to the Phase I statewide survey to collect data on questions and issues that emerged during previous research cycles; (2) contact with 19 college sites in order to update and discuss local programs, to identify evaluation procedures used, and to determine data outcomes from these evaluations; and (3) the creation of a Task Force from personnel at the research sites to address, reach consensus, and make recommendations concerning major issues identified. After part III offers a summary and discussion of follow-up survey responses from 32 colleges, part IV analyzes the effectiveness of the developmental programs, based on self- ratings from developmental program staff; categories the program evaluation efforts of the study site colleges; summarizes selected local findings by major evaluation criteria; and provides an overview of the success level of developmental programs in the two-year colleges. Part V provides a concluding summary and a discussion of implications. The survey instrument and selected respondent comments are appended. (HB)

Fadale, La Verna M.,and Gene M. Winter "Assessing the Effectiveness of Developmental/Remedial Programs in Two Year Colleges." Mar 1985, 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

The process of determining the effectiveness of developmental programs in two-year colleges was the focus of this study. It was limited to New York State, and designed in response to a request for proposals issued by Bureau of Grants Administration, New York State Education Department. The need for systematic review of developmental programs and local evaluative practices was motivated by the desire of state-level policy makers to base academic policies and funding decisions on current information. The need for a study was recognized by many local college program staff. The principal focus was determining appropriate evaluation criteria, the extent to which consensus could be reached on a model, criteria and standards for assessing the effectiveness of developmental programs, and the level of effectiveness within these parameters. Project results included identification of success criteria/ standards used in evaluation of developmental/remedial programs in New York two-year colleges, development of an evaluation model for developmental/ remedial programs, and estimated levels of program success through application of the model. (Author/DWH)

Fauley, Franz E. "Developing a Better Survey Questionnaire," Training and Development Journal, 26, 8, 18-21 Aug 1972.

Examples of the type of questions that should be asked in evaluating training programs. (SP)

Fernandez, Thomas V., and Marjorie K. Raab. "Academic Planning through Program Review: Can It Work?" 1984, 11p.

Nassau Community College (NCC) is currently working with a program evaluation model in which faculty from one department serve as peer evaluation consultants to direct the self-evaluations of other departments. The four functional objectives initially motivating the development of NCC's plan directed that: real decisions about academic programs should result from program review and involve the joint participation of faculty and administrators; objective information reviewed and analyzed as part of the program review should be the basis for program decisions; community needs should be examined as part of the program review; and a practicial timetable should provide for the timely review of academic programs from which decisions of current value are produced. The peer consultants, who are generally selected from faculty who have previously participated in the curricular evaluations within their own departments, administer evaluation activities undertaken in four phases: (1) needs assessment, which involves a survey of constituent groups regarding program goals and a conference to promote consensus among diverse groups about specific program objectives; (2) outcomes assessment, which includes an examination of the extent to which proposed goals are being achieved; (3) review of program objectives, which uses the results of the previous phases to make early decisions about desired modifications; and (4) impact assessment, which provides for a follow-up by program faculty of the effect of the program modifications in producing intended improvements. (LAL)

Fidler, Timothy A. " Advancing Community College Impact through Business and Industry," New Directions for Community Colleges, v10 n2 p21-34 Jun 1982.

Examines the impact of community college programs on business and industry through the preparation of a trained labor force. Notes existing partnerships between industry and postsecondary education, but concludes that new linkages are necessary if community colleges are to provide leadership for change through labor and industrial development programs. (DMM)

Findlen, George L. Program Review: A Model Community College Process and Instrument. Delgado Community Coll., New Orleans, LA. 1987, 25p.

An overview is provided of the development of a program review process and instrument, and the subsequent validation of the process on three programs at Delgado Community College (DCC) in Louisiana. First, introductory material describes DCC's commitment to the development of a program review process as a means of enabling the college to respond more quickly to technological and economic changes. Next, the steps involved in developing the review process and instrument are outlined, including: (1) reading and studying of existing documents, including forms used by the Louisiana Board of Regents; (2) interviewing division chairs, associate deans for instruction, and the director of curriculum development to determine what information these administrators wanted a review document to provide and their concerns about how the program review data would be used; (3)

creating a document showing the sequence of program review activities and the role of individuals in the process; and a review instrument consisting of "summary" and "highlights" sheets, a summary of recommendations, eight sections of questions, and a list of attachments; (4) gaining the approval of key academic administrators; (5) testing the process and instrument on the English as a Second Language, Early Childhood Education, and Drafting programs; and (6) implementing the system. Next, descriptions are provided of the review documents, followed by a discussion of potential problems and benefits. Appendices include a bibliography of materials on program review and DCC's program review documents. (LAL)

Fitzgerald, Maurice J., and Clive L. Grafton. "Comparisons and Implications of Peer and Student Evaluation for a Community College Faculty," Community/Junior College Research Quarterly, V, No. 4 (Jul-Sep 1981), 331-37.

Describes a study which investigated relationships between community college faculty's evaluations by peers and students, revealing a high degree of consensus but higher ratings from peers than students. A related faculty survey revealed confidence in student evaluations and that student opinions influence teaching practices. (Author/DMM)

Fitzgerald, Richard F. " An Evaluation of a Faculty Planned Instructional Development Program at Florida Keys Community College." 1980, 139p.; Ed. D. Dissertation, Nova University.

This five-part report describes and evaluates an in-service instructional development course, which was conducted between December 1978 and February 1979 in a series of five modules for faculty at Florida Keys Community College (FKCC). Chapter I presents introductory material discussing the need for such a course, identifying the criteria upon which the course was evaluated, and defining terms. After Chapter II reviews related literature, Chapter III presents: (1) a step-by-step description of course-planning activities, in which course objectives were determined by faculty responses to the Herrscher Instructional Effectiveness Inventory and the Raines Professional Developmental Needs Survey; (2) a brief description of the course modules, which focused on cognitive mapping, utilization of pre- and post-tests, the construction of competency-based objectives, methods of practical research, and the faculty-student-counselor relationship; and (3) a description of the methods used to evaluate the course, which included pre- and post-tests measuring participant learning and satisfaction, and a comparison of student attrition rates before and after the instructors' participation in the course. Chapter IV details findings for each component of the evaluation, and Chapter V presents summary conclusions. Pre- and post-tests are appended. (JP)

Floyd, Debbie L. "Levels of Agreement with and Implementation of Tomorrow's Higher Education Student Development Model: A National Study," *Southern College Personnel Association Journal*, III, No. 2 (Spring 1981) 16-28.

Describes development of an instrument to define and evaluate certain aspects of the model and assess its use. Levels of implementation were significantly lower than levels of agreement with the model. Differences could not be attributed to student/staff ratio, or the training and experience of the student personnel administrator. (JAC)

Frank, Robert M. "Attribute and Attitude Assessment of Community College Graduates and Leavers." Apr 1983, 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

This paper summarizes the first year of research at Tompkins Cortland Community College, Dryden, New York, to develop an alternative process for determining characteristics of graduates and leavers from the college, and to uncover attitudes of those students about their college experience. The paper summarizes findings to date, although the author acknowledges that the model used is not completely developed nor are the data collection instruments fully refined. The model described in this paper is unique because it (1) contains provisions for short-term longitudinal analyses, (2) begins collecting data within one month after the student leaves or graduates from the college, (3) contains an extensive institutional evaluation component separate from the placement and transfer component, and (4) collects data from fall and spring graduates and leavers. The appendices include the institutional evaluation survey, a willingness reply card, and the follow-up survey forms. (Author/PN)

Fried, Robert L. "Evaluation Report on the Community Learning Center." Community Learning Center, Cambridge, Mass. Oct 1973

The Community Learning Center (CLC) evaluation is based on on-site visits and interviews with staff and students of widely differing ethnic backgrounds. Teaching resources are varied. The Model Cities program is the basic source for CLC funding; the Cambridge Public Library is the center's local sponsor. The external bureaucratic framework needs improving, but the internal framework works very well. Obtaining a balance between guiding and caring and between the need for skills and for social growth provides the best environment in which adults can learn--achieving that balance is the center's purpose and process. CLC's operational viability is one of the strongest elements in its evaluation; it does need more male teachers, however. Evaluation of student progress and teaching performance is in keeping with the center's atmosphere and takes the form of informal, day-to-day feedback. The students view their experience with the center, its programs, and staff as personally rewarding. The center has a good relationship with the community but could involve community members to a greater degree. Generally, CLC is an effective educational organization. The challenge rests in maintaining its effectiveness as it reaches out to a larger population group. (AG)

Goldberg, Maier; Kaye, Richard." Sex Information/Counseling at Community Colleges," *Journal of the American College Health Association*, 26, 4, 220-1 Feb 1978.

Investigation of sex information/counseling services at 68 community junior colleges in urban, suburban, and rural areas indicate that little service is actually provided. (MJB)

Gollattscheck, James F. " Strengthening Continuing Education in Community Colleges," *New Directions for Continuing Education*, n9 p57-63 1981.

There is room to invigorate community colleges to meet continuing education needs of today and tomorrow. Community colleges will need to review their success in such an ever-growing, ever-changing endeavor. (Author)

Gollattscheck, James F. " Assessing Social and Economic Benefits to the Community," *New Directions for Community Colleges*, v10 n2 p35-50 Jun 1982.

Presents three case studies showing how impact studies can be conducted in a constantly changing community environment. Describes the impact of a community college as direct or indirect, depending upon relationships between resources and outcomes. Recommends planned, coordinated assessment programs as tools for decision makers. (DMM)

Golub, Lester S." Using Process Evaluation Data for Determining Exemplary Bilingual Education Programs." Apr 1983 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).

Areas of process evaluation which are crucial but often overlooked in determining exemplary bilingual education programs are presented. The process evaluation components discussed are: (1) needs assessment; (2) program planning; (3) commitment and competencies of staff; (4) nature and appropriateness of instruction and curriculum; (5) pupil selection and retention; (6) classroom behavior and satisfaction of pupils; (7) exit rate of pupils to regular school program; (8) institutionalization of the program; (9) organization and management of the program; and (10) community satisfaction and support of the program. These components are included in the accompanying 41-page Process Questionnaire for Assessing Exemplary Bilingual Education Programs. (PN)

Gress, James R. " A Study of Community Impact and School Improvement," *Action in Teacher Education*, v5 n1-2 p11-16 Spr-Sum 1983.

In the University of Toledo/Springfield Local Schools Project, school collaborated to assess school improvement needs and design personnel (PP)

Guerrero, Barry J.,and Ruth E. Robison." Holistic Evaluation of Writing Samples for Placement in Post-Secondary English Composition Courses." 22 Jan 1986 24p.; Paper presented at the Annual Meeting of the Hawaii Educational Research Association (Honolulu, HI, January 22, 1986).

A study was conducted by the Student Development Center of the University of Hawaii at Hilo to develop a writing placement procedure in a community college setting which would be practical, reliable, and valid. The key to this procedure was an English composition placement device that could help readers rate, holistically, writing samples written by prospective two-year college students. A standardization session was held to provide readers with the opportunity to understand the established procedures, gain information about the need for inter-reader reliability, and obtain as much agreement as possible on placement. Each writing sample was to be read by two members of the writing faculty independently, and, if the first two readers did not agree on course placement, by a third. In subsequent rating sessions, 210 writing samples were read. Course placement was agreed upon by the first two readers in 120 (57%) of the cases, while there was dispute requiring a third reading in 90 (43%) of the cases. The following academic year, 62 of the students who wrote writing samples enrolled in a composition course. In 32 out of 61 cases (52%), the instructor's rating of the course the student "should have been" placed in was congruent with the final course recommendation based on the writing sample. Evaluation criteria for placement and the writing sample form are appended. (Author/EJV)

Hammons, Jim. " Staff Development Is Not Enough." 1978 17p.; Paper presented at the Annual Meeting of the National Council of Staff, Program and Organizational Development (1st, Dallas, TX, Summer 1978) .

Staff development activities that affect professional ability must be coupled with efforts toward organizational development if two additional determinants of performance, employee motivation and organizational climate, are to be significantly improved. Indeed, emphasis on staff development alone may have negative effects in that such an approach neglects the need to adapt the organization to the new skills acquired by personnel and is ineffective in dealing with problems such as non-existent goals or inadequate communications channels. To promote organization-wide changes, managers must diagnose current organizational problems, assign them a priority, and propose, implement, and evaluate alternative strategies for their solution. The implementation of such a process may be impeded by: failure to admit that problems exist; conflicts between currently employed management styles and the problem-solving, participative approach of organizational development; the resistance of managers to outside intervention; the lack of tools appropriate for the community college level; costs; and the lack of sufficiently trained persons. To encourage and expedite the acceptance of organizational development, staff development practitioners and university professors should call attention in the literature to the need for organizational development, offer training sessions, and make efforts to secure funds. (JP)

Hammons, James and wanda Thomas." Performance Appraisal of Community College Department/Division Chairpersons." Community College Review, v7 n3 p41-49 Win 1980.

Describes a study of performance appraisals of department chairpersons focusing on: (1) the percentage of colleges evaluating chairpersons; (2) methods and criteria used; (3) chairperson attitudes toward existing and desirable appraisal systems; (4) the differences in chairpersons' attitudes among academic disciplines; and (5) the value of appraising performance. (AYC)

Hayes, LaMarian. " Evaluation of Summer Instructional Television Programs: 1982." Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing. 1982 11p.

During the summer of 1982, the Atlanta Public Schools sponsored four instructional television programs. The courses were designed to provide remedial instruction in reading and mathematics for target first, second, and ninth grade students. Questionnaires were administered to determine the success of the telecourses based upon the extent to which students watched the programs and the general reactions of students, parents, and teachers. For ninth graders who registered for the reading and mathematics telecourses, a pretest and posttest were also administered to determine whether there was an observable improvement in their skills at the end of the summer. An analysis of the data indicates that the programs were well received by those who responded. However, an overall assessment of the telecourses' success was hampered by the following data collection problems: (1) only 14 percent return of parental questionnaires, (2) test information submitted for non-registered students made it difficult to identify the sample of students to be studied, (3) high attrition rate of students who were posttested, and (4) due to a revision of the mathematics posttest, no comparison could be made regarding students' performance in the mathematics pretest and posttest. (PN)

Hector, Judith H. " A Base Rate Approach to Evaluating Developmental Mathematics and English Courses at a Community

College." 1 Apr 1983 19p.

A study was conducted at Walters State Community College (WSCC) using a " base rate" approach to evaluate developmental mathematics and English courses. The study involved the collection of data on students' success rates in developmental courses and later in college-level courses; on developmental students' success rates compared with those of non-developmental students; and on the relationship of developmental and college-level course grades. Data for fall 1977 through winter 1979 were used as an initial base rate against which data from three subsequent six-quarter periods were compared. The study revealed: (1) during the base rate period, 62% of the students enrolled in developmental mathematics and developmental writing courses passed with a C or better; (2) in subsequent periods, C grades or higher were achieved by 57% (1978-80), 63% (1979-81), and 64% (1980-82) of the mathematics students; (3) of the successful developmental writing students who later enrolled in English Composition, 70% passed the college-level course in 1977-80, compared to 59% in 1978-80, 71% in 1979-81, and 60% in 1980-82; (5) of the successful developmental math students who later enrolled in Math Analysis, approximately 75% passed the college-level course in each six-quarter period; and (6) the grade distribution of former developmental students compared favorably with the overall grade distribution in both English and Math college-level courses. (DAB)

Hekimian, Shirley. "Criteria for the Institutional Evaluation of Community College Staff Development Programs." Florida Univ., Gainesville. Inst. of Higher Education. 1984, 68p.

This three-part report provides a literature review on the evaluation of community college staff development programs, reports on a study conducted to identify and validate evaluation criteria, and suggests a process for the use of these criteria in program evaluation. Part I reviews literature focusing on staff and program development, terminological considerations, special efforts in Florida's community colleges, the need for program evaluation, and evaluation and decision making. Part II presents the methodology and findings of a study which sought to: (1) identify and validate criteria for the institutional evaluation of staff and program development programs; (2) demonstrate the utility of the Stufflebeam Context-Input-Process-Product (CIPP) model of evaluation; and (3) investigate whether different groups served by staff development programs varied in their perceptions of the importance of identified evaluation criteria. Finally, part III presents a process for the utilization of the validated evaluation criteria, using a Stufflebeam CIPP framework. For each of four decision-making areas, planning (Context), procedural design (Input), program implementation (Process), and outcomes (Product), objectives and criteria are enumerated. Appendices provide the questionnaire used to validate the evaluation criteria and a list of references. (HB)

Henerson, Marlene E.; And Others. " How To Measure Attitudes. Program Evaluation Kit, 5." California Univ., Los Angeles. Center for the Study of Evaluation. Aug 1978, 184p.

Most of the information in this booklet is useful for both formative and summative evaluations. The booklet offers information to help the evaluator develop skills in designing and using instruments to measure affective objectives or attitudes. The chapters cover: (1) an introduction to the measurement of attitudes and attitude change; (2) essential preliminary questions; (3) selection of approaches to collecting attitude information; (4) location of existing measures; (5) development of questionnaires; (6) development of attitude rating scales; (7) Development of interviewing techniques; (8) assessment of the need for and development of written report requests; (9) the design of observation procedure; (10) development of sociometric instruments; (11) reliability and validity of the measures; and (12) suggestions for summarizing, analyzing, and displaying the data. (MH)

Henry, Thomas C. " Needed: Comprehensive Evaluation of Education Program Efforts," Community College Review, v14 n2 p46-52 Fall 1986.

Makes a distinction between developmental and remedial programs and suggests reasons for the difficulty in evaluating these programs. Identifies basic limitations in educational research, factors found in successful programs, questions to be considered in selecting and formulating the evaluation design, and five useful educational research approaches. (DMM)

Henry, Thomas C. "Needed: Comprehensive Evaluation of Education Program Efforts," Community College Review, XIV, No. 2 (Fall 1986) 46-52.

Makes a distinction between developmental and remedial programs and suggests reasons for the difficulty in evaluating these programs. Identifies basic limitations in educational research, factors found in successful programs, questions to be considered in selecting and formulating the evaluation design, and five useful educational research approaches. (DMM)

Hill, Andrew " Evaluation of Institutional Outcomes." Community/Junior College Research Quarterly, v3 n2 p179-85 Jan-Mar 1979.

Presents ERIC abstracts in the areas of alternative methods for defining institutional mission and goals, and techniques for measuring educational outcomes. (MB)

Hill, Andrew. " An ERIC Review: When to Establish a Vocational Program," Community College Review, 5, 4, 40-8 Spr 1978.

Presents a compilation of ideas and guidelines drawn from ERIC documents for planning and implementing vocational education programs, each of which addresses problems of needs assessment, student interest, articulation, finances and evaluation, but varies in its approach to planning, data collection and evaluation methodology. (AYC)

Hodes, Lance; Morsch, William. " A Comprehensive Assessment of Science Education in the Two-Year College," Executive Summary. Westat Research, Inc., Rockville, Md. Jun 1980, 22p.

Presented is an executive summary of a study to collect information needed by policymakers and educators about the status of science education in two- year colleges. Data were collected from college administrators, faculty, and students by means of questionnaires. A sample of colleges was selected from a directory of all public and nonproprietary private two-year colleges. One hundred and eighty-three institutions agreed to participate. Faculty and student samples were selected randomly from lists of course sections in each field. Findings and recommendations are summarized in the final chapter which presents an overview of the characteristics of two-year colleges and information obtained from various types of institutions. Other findings related to institutions, faculty, and students are listed by the appropriate category. (Author)

Hoffsommer, H. C. and H. Pryor, Neighborhoods and Communities. Washington: Bureau of Agricultural Economics, U. S. Department of Agriculture, 1941.

"Neighborhoods group about a larger center which provides wider and more varied services that can be found locally; thus they form a rural community. The degree of this integration is determined by such factors as availability of transportation facilities, extent and variety of services provided at the center, and intensity of loyalities and prejudices."

Holleman, Peggy."Evaluating Community College Faculty Librarians," Community & Junior College Libraries, II, No. 1 (Fall 1983) 63-72.

Discusses the performance evaluation problems specific to community college librarians, looking at student evaluations of librarians, peer evaluations, and self-evaluations. Compares two methods, one measuring job performance and professional development factors on a Likert scale and the other consisting of some variation of management by objectives. Provides an evaluation instrument. (DMM)

Holt, J. B., *Rural Neighborhoods and Communities of Lee County, Alabama.* Washington: Bureau of Agricultural Economics, U. S. Department of Agriculture, 1941.

"Neighborhoods were found to be social groupings characterized by frequent intimate and personal association while the community was characterized by less intimate,less frequent associationsand contacts. Trade areas were no longer found to coincide with the community."

Illinois Community Coll. Board." Suggestions and Guidelines for Illinois Public Community College System Fiscal Year 1986 Program Review and Evaluation." Springfield. Mar 1985 14p.

As the Illinois public community college system approaches its 20th anniversary and in the face of a changing economy and shifting public priorities, the establishment of a systematic, collegewide program review and evaluation process that can improve the colleges' overall effectiveness and efficiency in relation to student, community, and state needs has become a necessity. Realizing that the primary usefulness of program review is at the individual college level and that no two colleges are alike, the Illinois Community College Board (ICCB) adopted a revised rule on Program Evaluation and Review, setting minimum standards of complieance and the following requirements: (1) the process established by each college must be systematic and collegewide; (2) all instructional, student, and academic support service programs must be reviewed; (3) the program evaluations must focus on the need for the program, the quality of the program, and the cost of the program; (4) every program must be reviewed at least every 5 years; and (5) each year the college must submit a list of programs to be reviewed and a summary report to the ICCB. At the state level, both the ICCB and the Illinois Board of Higher Education will be involved in the program review and evaluation processes. The ICCB will examine each college's program review schedule, report of review results, and review process. In the context of brief discussions, the report includes lists of indicators for assessing program need, costs, and quality, along with a sample program review and evaluation report format. (EJV)

Jedamus, Paul, Ed.; Peterson, Marvin W., Ed. *Improving Academic Management: A Handbook of Planning and Institutional Research*. 1980 679p.

A guide to the practice of institutional research and planning in American higher education in the 1980s is presented. Attention is directed to the impact of current changes in the external environment on higher education and implications of these changes for institutional research and planning. Topics include national issues crucial to the future of higher education; the likely consequences of specific demographic, economic, social, and political trends; and the possible effect of changing policies of federal and state governments. Strategic planning approaches and the development of master plans are examined that illustrate how institutional research and planning help articulate techniques in two critical areas of strategic planning for colleges and universities: forecasting enrollments and identifying community and regional education needs. The uses of institutional research on academic problems such as assessing students' needs and planning new programs are considered. The issues of resource allocation and how to measure the effectiveness of resource allocation in achieving institutional goals and meeting academic needs are addressed, as is the relation between offices of institutional research and planning and other management units. Recommendations are offered regarding organizational and operational modes appropriate for four major kinds of institutions: community colleges, small four-year colleges, medium-sized colleges and universities, and complex universities. (SW)

Jolly, Richard Carman. "An Evaluation of the Future of Student Affairs: A Guide to Student Development for Tomorrow's Higher Education by Chief Student Personnel Administrators in Texas Community Colleges." Texas Association of Junior Coll. Instructional Administrators. May 1978 7p.; Excerpted from the Annual Report to the Texas Assocation of Junior and Community College Instructional Administrators by the Research Committee (8th, June, 1979)

A survey of the presidents and chief student personnel administrators at 54 Texas community college campuses was conducted in 1977 to determine if the Tomorrow's Higher Education Project (THE) model for student personnel programs could be implemented at the college level and whether such implementation would improve student personnel programs at Texas community colleges. The survey instrument used was designed to measure individual and institutional independent variables, such as academic field of preparation and the number of full-time equivalent students, and to provide forced-choice responses pertaining to the conceptualization of the THE model and its implementation at the respondents' institutions. Survey results, based on a 76% usable return rate, indicate that both types of independent variables had little effect on the administrators' evaluation of the THE model, that most administrators agreed with its basic concepts, and that most felt, although to a lesser extent, that the model could be implemented at their institutions. The survey report concludes with a list of recommendations for the implementation of the THE model at Texas community colleges. (JP)

Jones, Earl; And Others. " Evaluation of California's Educational Services to Limited and Non-English Speaking Students; Volume III: Technical Materials, Final Report." Development Associates, Inc., San Francisco, Calif. Dec 1980.

Designed to assist California policy and decision makers with planning to meet the future educational needs of limited-English speaking (LES) and non-English speaking (NES) students, this study was undertaken: (1) to describe and analyze the implementation of all areas of the legislatively required services to LES/NES children, and the structures which support those services, particularly in terms of instructional strategies, financial resources and utilization, teacher preparation, and district policies; (2) to relate these implementation factors with measures of program effectiveness through analysis of student achievement and the satisfaction of students, parents, teachers, aides, and administrators with the bilingual instructional services, and thus determine the relationship between program implementation and impact on children and others involved in the program; and (3) to analyze procedures for the state and local language census of LES/NES children and examine the instruments used for placement, including the materials and procedures used to train test administrators and in the reporting of results. Volume I of this final report contains the full narrative and the more important tables. Volume II is the Executive Summary. This Volume contains the instruments, some technical explanatory materials, and many of the complex tables not included in Volume I. (Author/RL)

Kavanaugh, Larry. " Guerilla Accrediting: Accounting for Community Services and Making Community Services Count," Community Services Catalyst, v9 n2 p15-19 Spr-Sum 1979.

Suggests that community college practitioners employ a guerilla mentality in dealing with the institutional accreditation processes to build support and to secure gains for the community services function. Delineates suggestions to community service professionals in preparing for and handling the accreditation visit to the advantage of the community services program. (CM)

Kelly, J. Terence"A Delicate Balance: Miami-Dade Community College's Commitment for Maintaining Access and Achievement,"Career Training,I, No. 4 (Spring 1985) 22-27.

The Standards of Academic Progress system at Miami-Dade Community College is explored. Elements of this system are discussed: reduction of course loan with appropriate educational interventions, some period of separation from the college, two-track monitoring system, and administrative review of all students at the end of each term. (CT)

Kennedy, William R. " Strategic Planning and Program Evaluation in the Community College." Apr 1981 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

While program evaluations at most community colleges provide decision-makers with tactical data relating to past or current budget and enrollment statistics, there is an increased need to evaluate programs on the basis of long-term strategic information relating to projected market forces such as the future economic health of the community or expectations for future state funding. Indeed, tactical program evaluation techniques, which monitor input, process, and output variables such as enrollment, student/faculty ratios, and costs per student credit hour, provide voluminous data reports which, while serving the needs of external funding agencies, are of little value to the time-pressed administrator. Accordingly, many administrators are leaving these short-term, tactical considerations to middle-managers and concentrating instead on a strategic mode which evaluates the program's contribution to the institution's long-term goals and mission. This mode requires that a program be evaluated in light of real community needs; that evaluation take into account prognosticative data such as the projected future job market; and that budgeting incorporate both a short-term operational budget and a long-term strategic budget. Such a long-term orientation will allow administrators to plan ahead for potential problems, rather than simply react after the fact. (JP)

Kester, Donald L.; Richart, Victoria " Why Has This Comprehensive Evaluation System Been So Successful for So Long (Eight Years)? Here Is a Retrospective Attempt to Explain the Uncommon, Long Run Success of the Evaluation System for the One-to-Two-Million-Dollars-a-Year Handicap Program in the Nine Colleges of the Los Angeles Community College District (as Begun in Fiscal Year 1977-78)." Los Angeles Community Coll. District, Calif.; Los Angeles County Office of Education, Downey, CA. [1985, 60p.

Reasons for the long-range success of the Los Angeles Community College District's evaluation system for its handicap program are explored in this report, using a force field analysis of facilitating and restraining factors. First, introductory material cites previous reports exploring various aspects of the evaluation system. Next, the following five major predisposing factors are analyzed as reasons for the success of the evaluation system: (1) the program's evaluation system was seen as "invented here by us, the major players," i.e., by the district administrator and each of the nine campus coordinators; (2) there was an adequate level of trust between all the major players; (3) there existed at least three supportive organizational factors (i. e., special funding that required accountability, a manageable span of control, and line authority on the part of the 10 program managers); (4) the nine different forms of resistance to innovation were overcome; and (5) there was a readiness for innovation. Each of these factors is discussed in terms of the results of the force field analysis and with reference to relevant literature on the implementation of innovations in general and program evaluations in particular. Appendices provide additional material on the force field analysis, the comprehensive evaluation services within the district, an outline of conditions related to readiness for change by cluster, and a three-page bibliography. (LAL)

Kirby, Emily B. " Program Evaluation at Hudson Valley Community College, 1980-81." Hudson Valley Community Coll., Troy, N.Y. 1 Sep 1981 35p.

The Program Evaluation Process described in this report was initiated at Hudson Valley Community College (HVCC) in spring 1981. Section I of the report presents the philosophy supporting the evaluation process which emphasizes program quality, cost effectiveness, and assistance with program improvement. Section II outlines the Program Evaluation Process itself, which involves a three-year cycle in which programs are reviewed the first year and re-reviewed two years later. This section also lists the HVCC programs involved in the process and presents a timeline for the completion of the review. The section goes on to describe the functioning of the review team, which may pass a program, give it probationary status, or determine that it should be phased out. Next this section reviews team membership, which includes permanent members from the finance office, academic affairs, president's office, and student affairs; rotating members who are usually deans or department chairs from divisions not being reviewed; and program representatives. Section II concludes with a list of types of data needed for review (i.e., program costs, success, and variability; predictions; and supporting material). Section III presents preliminary outcomes of the use of this process in evaluating 16 programs, of which nine were accorded a pass, six were not rated due to insufficient data, and one was placed on probation. Section IV summarizes the steps in the process and assesses effects on HVCC. Appendices include summarized reports and sample forms. (KL)

Kocher, Earl D. " How Do You Rate?" ; Houston, Charles 2 Aug 1983 8p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research, "Community Colleges in the Information Society" (12th, Myrtle Beach, SC, August 1-3, 1983).

An attempt was made at Mountain Empire Community College to develop and implement an impartial and equitable method of faculty evaluation. As part of this process, an instrument was developed to provide both a quantitative and qualitative student rating of faculty. The instrument contains 10 questions covering the syllabus/course outline, objectives, course content, grading system, assignments, identification of student responsibilities, and instructor's fairness and ability to stimulate students and help them comprehend. Each of the 10 statements is weighted on the basis of students' strength of agreement or disagreement. In fall 1982, each faculty member distributed the form to his/her classes, and a mean score for each instructor was computed for use in the overall evaluation plan. An analysis was later conducted to assess whether the size of the class or the sex of the instructor significantly affected faculty ratings. Results of the analysis indicated that there was no significant difference between mean faculty ratings for small, medium, or large classes and that mean ratings for male and female instructors were not significantly different. The rating instrument and instructions for administering it are appended. (HB)

Kolb, J. H., "Rural Primary Groups," University of Wisconsin Agricultural Experiment Station Research Bulletin, 51 (1921).

"Village economic, educational and social hinterlands were arrived at by interview techniques. Kolb is primarily concerned with a socio-psychological phenomena, i.e., the primary group which is the 'first grouping beyond the family which has social significance and which is conscious of some local unity.'"

Koltai, Leslie " Managing Change in Today's Community Colleges," Community Services Catalyst, v10 n1 p23-25 Win 1980.

Maintains that managing change will be the foremost characteristic of college administration in the 1980s. Presents nine issues to be confronted by community colleges in the coming decade. Emphasizes the need to foster innovation and creative thinking in programs and services. (CAM)

Korb, Margaret P.; And Others. " Life Skills for the Incarcerated: Evaluation of Staff Experience. Final Report." Santa Fe Community Coll., Gainesville, Fla. 1982 69p.

The need for vocational and personal attitude training for prisoners has been recognized for many years. In keeping with the commitment to individual prisoner's development, the Florida Department of Corrections developed a program of life skills training for inmates, the Life Skills Overview Module, in cooperation with local community colleges. To evaluate the success of the program, 19 faculty members who served as instructors (facilitators) in the program were surveyed. In addition, site visits were conducted to interview faculty members. A second procedure included the design and evaluation of a feedback workshop for facilitators, attended by the instructors, members of the Life Skills Task Force, and visitors from the Department of Corrections and the community colleges. A third research procedure involved hiring a research consultant who investigated facilitator characteristics, support of the community college and correctional institution, and facilitators' evaluations of training and materials. The evaluation concluded that there was a generally high level of satisfaction among instructors. Individual factors included previous experience in correctional education, sex of instructor, and institutional support. Instructors who felt their students were highly motivated reported greater satisfaction with the outcome. Each instructor recommended that the program be continued and expanded and made recommendations relating to the role of the community college. The report includes the survey instruments, a budget summary, Life Skills Task Force position papers, data on facilitators, feedback workshop data, and suggested specific actions. (JAC)

Krisberg, Barry; Takagi, Paul. " Evaluation of the Chinatown Youth Services and Coordinating Center." 2 May 1972 26p.

This report on the Chinatown Youth Services and Coordinating Center (CYSCC) presents a short-term evaluation of the delinquency prevention program operating in San Francisco's Chinatown. Research problems bearing on the evaluation were said to be the lack of concensus among all interviewed (every permanent member of the staff of CYSCC) as to the goals or aims of CYSCC and the inability to examine the perspectives of the various clients of the CYSCC program because of the limited resources and short-term research orientation. Research findings, organized within four broad categories felt to be important in understanding the activities of CYSCC and discussed in relation to the activities and functions of CYSCC, are as follows: Nature and scope of the delinquency problems in the Chinatown community, the explicit and implicit goals of CYSCC, the viability of the youth services bureau model for delinquency prevention in Chinatown, and relationships between various components of the CYSCC Program and between the program and outside agencies. Two specific recommendations stemming from the research conclusions were made: (1) the establishment of an executive committee of CYSCC to allocate, fund, program, staff, and delegate rights and privileges across staff positions, and (2) a reorganization of the staff activities of CYSCC. (AM)

Kudless, Joseph C. " Faculty Evaluation at the Community College." Sep 1985 12p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).

Changing conditions in higher education have altered the attitudes of many participants in the academic evaluation process, as well as the process itself. The overall result has been a trade-off between more useful data gathering, more informed discussion by the participants, and some diffusion of the decision-making power on one hand; and a more complicated, formalized, and time-consuming evaluation process on the other hand. Some of the safeguards that are not a visible part of evaluation include written and publicized criteria for retention, promotion, and tenure decisions; a well-defined appeal procedure; and strict reliance on the rules of evidence in reaching personnel decisions. These characteristics of faculty evaluation relate primarily to procedural issues without clearly defining and measuring "performance." One way of including performance criteria in evaluation, while at the same time tailoring each professor's evaluation to the needs of the college and the specific strengths of the faculty member, is through the growth contract. Essential features of this approach are: (1) a conference to fashion an agreement between the faculty member and his/her peers which establishes a few key goals for the coming year as well as specifically defined performance measures; (2) agreement by the department chair to initiate frank and factual discussions if standards are not being met and to provide assistance and encouragement to faculty wishing to participate in development activities; (3) voluntary participation; and (4) peer feedback to alert the faculty member as to the effects of his/her performance. If growth contracts are built on the twin concepts of flexibility and individualization, the community college will grow along with its faculty members. (EJV)

Kussrow, Paul. " A Sense of Security," Community Services Catalyst, v11 n4 p23-25 Fall 1981.

Outlines several survival strategies for community education contact persons in community colleges and community agencies. Poses 10 questions and relates them to situational examples providing true-to-life comparisons which can be used to identify a potential problem in an agency or institution. Provides a 10-point self-rating scale.

Lahti, Robert G. " Appraising Managerial Performance." Junior College Resource Review. ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif. Mar 1980 6p.

Guidelines are presented for the development of a system for the appraisal of the performance of community college administrators. The importance of such a system to the college's overall success is discussed first, followed by descriptions of seven common evaluation procedures: (1) unstructured essays by supervisors or subordinates describing the administrator's accomplishments; (2) unstructured documentation by the administrator of his/her own activities, using information sources such as daily logs; (3) structured narratives constructed around short-answer questions; (4)

structured documentation by the administrator verifying progress on a set of predetermined goals; (5) rating scales; (6) critical incident appraisals, in which evaluators record behavior as it occurs; and (7) appraisal through goal achievement. After enumerations of the advantages and purposes of an appraisal system, three evaluation pitfalls are discussed: the evaluator's subjective judgements, incompatibility of ratings among departments, and vague evaluation criteria. Prerequisites for successful evaluations are then detailed and a list is presented of the characteristics of competent evaluators. Finally, the structure and content of the appraisal interview are examined. Questions that should be asked during this interview are identified, and interviewing techniques are recommended for the evaluator. (JP)

Landrum, Bertha A.; And Others. " Can Community Colleges Have an Impact on Unemployment?" Community and Junior College Journal, v55 n6 p32-35 Mar 1985.

Essays by Bertha A. Landrum, Director of Occupational Education at the Maricopa Community Colleges; Jackie Presser, General President of the Teamsters; and Robert W. Scott, President of the North Carolina State Department of Community Colleges highlight the role of community colleges in meeting the nation's human resource development needs. (HB)

Latcham, Jack "Further. An American System of Staff Appraisal." Coombe Lodge Case Study. Information Bank Number 1017. Education Staff Coll., Blagdon (England). Jun 1975 26p.

Prepared for staff in the British further education system, this report describes and explains the formal staff assessment model used at Richland College, Texas. Introductory material describes the college, its student body, and its organization and structure. Next, the four components of the teacher evaluation system used in the Dallas Community College District are outlined. First, the use of student evaluations of teacher performance is discussed, with reference to the validity of the process, the involvement of external agencies, the uses made of student evaluations, and informal feedback channels. Second, the process of classroom visitation by the division chair is described. Third, the self-appraisal process, which takes place in preparation for a formal interview with the division chair, is explained. Fourth, the formal appraisal interview, which seeks to reconcile the self-assessment and the opinion of the division chair, is reviewed. The next section focuses on the evaluation of senior staff, including the division chair, deans, and other non-teaching administrators. A section describing staff reactions to the appraisal system is followed by a short analysis of the relationship between faculty evaluation and staff development in the District. The final section points to some differences between the American and British educational systems which should be considered before any attempt to introduce the appraisal system in Great Britain. Appendices present forms illustrating various aspects of the appraisal system. (HB)

Lau, Peter. "The Problems of Comparing Transfer and "Native" Students: A Response to Alba and Lavin,"Sociology of Education, LVII, No. 2 (April 1984) 128-29.

A study which compared two groups of college students--transfers and natives- -and attributed the lower academic achievement of the transfer students to their community college experience is critiqued. The study results are not valid because the groups compared are not equivalent. An alternative approach for studying transfer students is suggested. (RM)

Liebertz, Skip; Hansen, Greg. " Evaluation: The Key to Program Effectiveness." Salem Public Schools, Oreg. 1979 47p.

This manual is designed to help staff, administrators, and advisory councils evaluate the effectiveness of their community school programs. The development of questionnaires to be used in the Salem, Oregon community schools is described, and applications of the six-component evaluation model are briefly discussed. The bulk of this document consists of the questionnaires, which involve the following components: (1) integration of community resources into the required school curriculum (completed by teachers); (2) extended use of school facilities (coordinators and school staff); (3) enrichment program for youth (elementary and secondary school students); (4) enrichment program for adults (community); (5) coordination and cooperation with other agencies; and (6) citizen involvement (community and community school advisory council). A questionnaire designed to solicit comments on the evaluation instruments is also included. (Author/GDC)

Lindenfeld, Joseph F. "Your Role on an Accreditation Team: Evaluating Another Library," Community & Junior College Libraries, IV, No. 1 (Fall 1985) 25-34.

Offers guidance for the accreditation team member, focusing the steps that will take place between the first invitation to become an evaluation team member and the preparation of the evaluation report. Covers the visit, interviewing and observing techniques, responsibilities to the committee, and report writing. (DMM)

Long, James P. "Evaluating Occupational Programs," Community College Review, v14 n3 p48-50 Win 198 1987.

Stresses the importance of evaluating occupational programs on a regular basis. Offers a brief explanation of the approaches to program evaluation taken at the Dallas County Community College District (TX), South Puget Sound Community College (WA), and Triton College (IL). Offers a list of references on program evaluation. (CBC)

Lowe, Irel D. " Foothill Coll. Program Evaluation at Foothill College." , Los Altos Hills, Calif. 10 Jan 1983 30p.

Evaluation systems were designed for the assessment of the instructional and non-instructional programs at Foothill College (California) to determine whether the objectives of the programs were being met and to ascertain the direct and indirect costs of the programs. For the instructional programs, criteria for determining effectiveness, revenue efficiency, and centrality to the college mission were specified and weighted. An evaluation committee was formed and 31 programs were selected to be evaluated. Data were collected, a quartile score was assigned by the committee for each criterion, and scores were multipied by the weight factor assigned for each criterion. The programs were then reviewed by the president and deans for a judgment on each program's relation to the overall mission of the college. During the 1981-82 budget cuts, 6 of the 10 lowest ranked programs were eliminated from the college's curriculum. For non-instructional programs, an accreditation-type evaluation was selected, consisting of the identification of programs to be evaluated, a decision on the type of conclusion desired, and appointment of an evaluation team. The evaluation team then defined program objectives; identified constituents served; performed a needs assessment; examined program consequences, costs, and revenues; and made an overall evaluation. The guide for non-instructional program evaluation at Foothill College is appended. (HB)

Luftig, Jeffrey T.; And Others. " New Hampshire's Vocational Program Evaluation System. Manual I: Process Evaluation." New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord. [1976] The New Hampshire Vocational Program Evaluation System (VPES) is designed to: (1) provide program improvement information; (2) provide information on local program effectiveness to aid in designing improvements; and (3) aid in complying with 1976 federal vocational education legislation. The evaluation system is divided into two components: formative and summative evaluation. The formative evaluation volume is concerned with gathering program improvement data, information on planning and operational processes, and results of student achievement at the local level. Instrumentation and related instructions for program consultants and local educational agency staff are included. The process evaluation sequence is charted: identification of programs for evaluation; program self-evaluation; on-site evaluation; final exit conference; and post-visit activities. On-site program evaluation procedures are meant to insure that vocational instruction meets the needs, interests, and abilities of students; satisfies the requirements of the occupation in which training is offered; meets the needs of the community in terms of the number of students placed; and meets the minimum standards required for operation of vocational education programs. (Evaluation forms comprise over one-half of this manual). (MH)

Mallier, Tony; Rosser, Mike. " Economic Impact Studies and Higher Education Institutions," International Journal of Institutional Management in Higher Education, v10 n1 p21-33 Mar 1986.

Factors that should be taken into account in studying a higher education institution's economic impact on the surrounding community are discussed, potential errors are pointed out, and the calculation of the effects of institutional expenditures in the community is explained. (MSE)

Maryland State Board for Community Colleges. Maryland Community Colleges Instructional Program Manual. Annapolis. Nov 1983 52p.

This revised manual presents a timetable, proposals and evaluation procedures, and information on the designation, discontinuance, and inactivation of instructional programs for Maryland community colleges. After the first section presents a timetable for the proposal and evaluation of new and existing instructional programs, information on instructional program proposals provides definitions of transfer and occupational programs; procedures related to filing letters of intent for development of new programs; and evaluation, review, endorsement, and revision procedures. Next, the designation process for statewide instructional programs is examined in terms of general criteria for statewide designation, and review and approval procedures. Then, instructional program evaluation is discussed with focus on the system of quantitative evaluation, criteria used to determine whether a qualitative evaluation of a program is required, and a summary of evaluation procedures. Finally, procedures for discontinuance and inactivation of instructional programs are specified. Appendices include forms for instructional program proposals, designation, and discontinuance; a market analysis survey form; information on the distribution of statewide instructional program funds; and a guide for users of the program data monitoring system printout. (HB)

Mark, Sandra F. " Faculty Evaluation in Community Colleges," Community/Junior College Research Quarterly, v6 n2 p167-78 Jan-Mar 1982.

Describes a study of faculty evaluation procedures and practices in selected New York community colleges. Offers guidelines for minimizing negative consequences of adversary faculty-administrator relationships found in most faculty evaluation systems. Recommends a system based on 15 considerations (e. g., faculty involvement; publicized purposes; peer, self, and student evaluations; and feedback). (DMM)

Martinez, Ted, Jr., and Barbara S. Echord. "Occupational

Program Evaluation," New Directions for Community Colleges, XV, No. 2 (Summer 1987), 77-86.

Describes the vocational education program evaluation model used in the Dallas County Community College District. Examines each phase (i.e., data collection, program analysis, and cross-comparisons of programs) of a process which concludes with a districtwide summative evaluation. Explains how the model can be used in single-campus colleges. (DMM)

Maryland State Board for Community Colleges," The Improvement of Occupational Education in Maryland. A Progress Report: Fiscal Year 1986." Annapolis. Sep 1986 26p.

This report examines the progress of Maryland's Joint Coordinating Committee for Occupational Education Programs in developing a systematic procedure for the evaluation of the quality of occupational programs in Maryland's community colleges. After presenting the 1976 resolution which established the joint committee of the Maryland State Board for Community Colleges (SBCC) and the Maryland State Board of Education, the fiscal year 1986 project summary is provided. The summary presents procedures and results for the following objectives: (1) to conduct statewide projects related to data on credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, continuing education data system, and program inventory; (2) to run the SBCC Program Data Monitoring System and review each of the career programs by June 15, 1986; and (3) to publish an in- depth evaluation of 53 community college programs by March 15, 1986, and a statewide evaluation of data processing programs. Tables are provided of the program areas designated for evaluation between 1978 and 1985; and the programs designated for qualitative evaluation in 1986 and the reasons they were selected. Guides for users of the Program Data Monitoring System and for using information to support instructional program evaluation are appended. (LAL)

McCabe, Robert H. " Evaluating A Community College Transfer Program: A Proposal." 1984 9p.

Recent concern about academic quality and costs has resulted in growing criticism of the transfer function of the community college. This criticism has arisen, in part, from the evaluations of university-based researchers who have argued that a very small percentage of community college students succeed in transferring to four-year institutions and who have concluded from the low success rates that transfer programs are ineffective. This approach ignores the many and varied reasons for student attendance at community colleges and the fact that many community college students have no wish to obtain a degree. If the community colleges are to project effectively the role they perform in transfer and other areas, they should ensure that graduates reach a level of attainment comparable to the first two years at a four-year college, and that their credits are considered academic currency and are granted only for substantial achievement. Two-year colleges should also develop a realistic process for evaluating the transfer function that would exclude from computation those students who do not intend to complete an associate degree program. A division of the total credits taken annually by degree-seeking students by the mean credits needed per student to earn an associate degree produces a theoretical indication of a perfect result in terms of the number of degrees awarded annually. Taking this figure and dividing it by the number of associate degrees actually awarded produces an associate degree success ratio. By dividing associate degree graduates into two groups--those receiving occupational degrees and those receiving transfer degrees--then computing the number of documented transfer students as a percentage of the number receiving a transfer degree, a transfer ratio is developed. This approach would present more favorable and realistic indications of the success of transfer programs, while other studies could assess the benefits received by non-degree-seeking students. (HB)

McCombs, Carol." Evaluation and Professional Development for the Instructional Supervisor." Tri-County Technical Coll., Pendleton, S.C. [1980 80p.; Prepared in the Eastern Regional ACCTion Center.

This manual provides forms and instruments to facilitate the evaluation and professional development planning of community college instructional supervisors (e.g., department chairs and program coordinators). The first section provides a self-evaluation checklist designed to assess the instructional supervisor's satisfaction with his/her competency and level of performance, time spent on activities, and the importance of activities with respect to the following areas: leadership in instruction, participation in college governance, establishing communications, model professional traits, personnel management, departmental finance and management, curriculum development and coordination, program evaluation, academic advising, participation in community service, assistance in planning facilities, student recruitment, and job placement. For each of these areas, a subset of responsibilities is delineated to aid the self-evaluation process. Next, a guide for the development of a professional growth action plan is presented. Then an instrument for the evaluation of the instructional supervisor by the dean or division head is provided, which covers the same areas and activities as the self-evaluation instrument, and an action plan is presented for completion by the dean or division head to improve supervisor performance. Finally, action plans for developing competency, enhancing performance, and improving time management are offered for the instructional supervisor. (HB)

McCullough, K. Owen, Ed. " Proceedings: Conference on the Community/Junior College (Knoxville, Tennessee, April 25-26, 1974)." Tennessee Univ., Knoxville. Bureau of Educational Research and Service. [1976] 50p.

Presented at the 1974 Community/Junior College Conference, the papers in this monograph examine issues related to institutional, program, staff, and student evaluation. After K. Owen McCullough's and Earl M. Ramer's prefatory remarks, Laura Bornholdt presents a typology of negative staff attitudes toward program and institutional evaluations; discusses the need to achieve a consensus among staff that evaluations are necessary; and outlines four principles for conducting effective evaluations. After an outline of conference objectives by James D. McComas, Ralph W. Tyler describes a framework for educational needs assessment based on an investigation of community and individual needs, the translation of these needs into intructional tasks for the college, and the selection of those tasks best performed by the college. John A. Centra reviews the strengths and weaknesses of a variety of techniques used in faculty, administrator, and institutional evaluations, including the assessment of learning outcomes at the end of a course, student and peer evaluations of faculty, faculty evaluations of administrators, and assessment of institutional climate. James Popham discusses the development of norm-referenced testing in the 20th century and examines the shortcomings of standardized, norm-referenced achievement tests for measuring instructional outcomes. Finally, Ohmer Milton reviews major issues addressed at the Conference. (JP)

McElroy, Patricia. " Entrance Testing at Community Colleges." Sep 1985 14p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.

A comparison of the reading skills assessment programs at three community colleges in Virginia and New Jersey is presented as part of an examination of the kinds of placement decisions that are made from assessment test data. Introductory comments focus on the controversy surrounding the growing emphasis on skills assessment in open-door community college systems. Next, the three reading skills assessment programs are described in terms of their implementation, findings about students' skills levels, and placement policies. Finally, conclusions are presented, emphasizing: (1) the importance of skills assessment for translating the community college's open door policy into student retention and success; (2) specification of skills required in college level courses; (3) testing instruments that accurately and incrementally measure skills; (4) remedial curriculum staffed by faculty committed to developing these skills; (5) clearly stipulated performance goals and completion time frames set and monitored for students; (6) post-evaluations to determine when exit proficiency has been achieved; (7) regular interaction between students identified as being in need and faculty, advisors and counselors; and (8) financial support for administrative/faculty personnel, facilities, and monitoring systems for the program. (LAL)

McFadden, Mary Ellen. " Competencies for Articulation. Introduction to Visual Media. Final Report." Spokane Falls Community Coll., WA. 31 Dec 1985 43p.

This project was conducted to create visual media technology competencies for articulation in order to (1) provide a basis from which to assess similar instructional efforts at other vocational and prevocational institutions; (2) provide a detailed listing of competencies required by Spokane Falls Community College (Washington) for instructors teaching at other institutions; (3) provide equal assessment of all students transfering into the visual media technology program; and (4) provide an objective method of assessing students' prior experience. After meeting with local prevocational training program instructors, the developer examined their programs, identified similarities, and then established the competencies needed by persons who have finished a two-year college program in visual media technology. The result of the project (contained in this document) was the development of a detailed listing of competencies for introduction to visual media and the method for measuring mastery of those competencies. The program contains 10 competencies. Each competency consists of a task, directions, standards for acceptable performance, test items, and teacher's key. An individual student record is also included in the packet. (KC)

McIntyre, Chuck " Comprehensive Planning." California Community Colleges, Sacramento. Office of the Chancellor. 10 Dec 1982 25p.; Discussed at the meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 9-10, 1982).

Work to develop and test new statewide planning and evaluation procedures for the California community colleges is described in this paper, which provides background information, outlines the proposed comprehensive planning process, and discusses the use of statewide priorities. A background section describes current planning and evaluation activities and underscores the need for more comprehensive procedures. Proposed remedies to the problems created by top-to-bottom planning and widely dispersed and ill-defined evaluation responsibilities are then outlined, with focus on a joint project involving the Chancellor's Office and the Western Association Accrediting Commission for Community and Junior Colleges in the development of a method for sharing planning and evaluation as part of the institutional accreditation process; and on the work of the Chancellor's Office Task Force on Planning and Compliance. Next, a prospective planning and review process is presented, which encompasses programs and courses, facilities, extended opportunity programs and services, occupational education, handicapped student programs and services, affirmative action, calendars/schedules, innovative projects, student support services, and finances. Timetables for implementing the plan and accomplishing specific tasks are provided. Finally, plans to develop statewide priorities, guidelines for colleges in assessing their achievement of these priorities, and the value of such assessments and their relation to accreditation are explained. (KL)

McKenzie, R. D., "Spatial Distance and Community Organization Pattern," *Social Forces,* 5 (1927), pp. 623-7.

"A general discussion of modes of transportation and their consequential influence on the range of communities. The relationship between specialization of service and centrality of location is briefly mentioned."

McLeod, Marshall W., and Ronald A. Carter. "The Measure of Quality in Two-Year Colleges," *Community College Review*, XIII, No. 3 (Winter 1986) 14-20.

Describes the methods and findings of a survey of current quality assessment practices in two-year colleges. Lists traditional quality measures and five approaches to assessing educational quality. Concludes that though many colleges are involved in formal quality assessment, there is limited agreement on definitions or measures of excellence. (LAL)

McMullen, William J. " The Impact of Title VIII Funding on Operational Characteristics of Two and Four Year Cooperative Education Programs," *Journal of Cooperative Education*, v18 n1 p67-78 Fall 1981.

This study assessed the effects of federal funding on selected cooperative program characteristics among two- and four-year institutions. It examined whether awarding administrative grants affects the co-op program such that granted institutions can be significantly differentiated from nongranted schools on selected program operating characteristics. (CT)

McTyre, Jean " Program Evaluation Guide: A Pilot Project. Academic Affairs Report No. 84-1." Los Angeles Trade-Technical Coll., Calif. Jul 1984 75p.

A model for program evaluation at Los Angeles Trade-Technical College is presented in this report as a guide for faculty and administrators in developing a campuswide evaluation program. First, introductory material provides an overview of the history of the college, the effects of recent cutbacks, and the goals and mission of the college. Next, a review is presented of the phases and results of a 1980 curriculum revision project, which was conducted to revise the curriculum to meet the 21-hour contract provisions for instructors arising from a collective bargaining agreement and to maintain the maximum amount of weekly student contact hours. Next, the program evaluation model for the college is presented, including a statement of the college mission and the objectives of the program evaluation process, and questions to be answered as part of the evaluation process regarding college programs, program curricula, college faculty, students, administration, and campus support services. Finally, the process of program evaluation is outlined. This process includes the distribution of self-study packets, a review of self-study reports by an evaluation team, an assessment of evaluation team conclusions and recommendations by program faculty, the preparation of a final report, the use of the evaluation report in planning, and a review of the evaluation process. Appendices include relevant background information and forms pertaining to the curriculum project and the program evaluation project. (HB)

Mesa Community Coll. Youth Employment--Training Career Advisement with the Disabled. Ariz. [1979],96p.

This resource book is one of three documents developed in a community college project to meet the career and vocational needs of disadvantaged handicapped youth (mainly the learning disabled, the educable mentally handicapped, and the emotionally handicapped) by assisting them to gain and retain full-time, non-subsidized employment. The resource book is the outgrowth of training workshops for high school and community college counselors who work with the disabled. It contains a list of handicaps selected as representative of common conditions and impairments of persons in the labor force. Each medical condition is presented, the symptoms and course of the disease are summarized, and each condition is correlated to the potential work-related restrictions which could result. Also illustrated is a format for analysis of job content in the areas of job duties, physical demands, working conditions, and general characteristics. Contents also include a list of tests and evaluation instruments for use in assessing handicapped individuals' interests, I.Q., personality, achievement, perception, and vocational aptitudes; and a directory of job, vocational, and community resources. A sample Department of Economic Security (D.E.S.) Job Service Form- 511 is appended. (KC)

Michigan State Board of Education. PACT: Perceptions of Apprenticeship Classroom Training. Handbook and Instrumentation. Michigan Community Colleges. Lansing. Sep 1982, 39p.

The PACT (Perceptions of Apprenticeship Classroom Training) program was developed as a component of the PROE system (Program Review in Occupational Education). PROE is itself one of four components of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive system for evaluative occupational education. This manual outlines procedures to be used by community colleges to review and evaluate the course work they provide for apprentices in support of on-the-job training. The evaluation procedures are limited to classroom instruction and are based on the recognition that apprenticeship training programs are established by and for industry; that classroom work represents only a small percentage of the hours required for certification; and that classroom instruction should provide technical knowledge relevant to the job. The following steps for evaluating coursework are recommended and discussed: (1) determine the programs to be evaluated; (2) determine which staff will be involved in coordinating the project, tabulating the data, writing the final report, and developing an action plan; (3) identify the employers to be involved; (4) develop and implement survey strategies for apprentices, employers, supervisors, and instructors; (5) tabulate and analyze the survey data; (6) write a final report; and (7) develop an action plan and disseminate the final report. Appendices include instruments to determine student, employer/supervisor, and instructor perceptions of apprenticeship classroom training; sample memoranda to supervisors and instructors; and forms for summarizing the results of student, employer/supervisor, and instructor surveys. (LL)

Michigan State Board of Education. PROE: Program Review in Occupational Education. Handbook and Instrumentation. Michigan Community Colleges. Lansing. Dec 1980, 79p.

Designed for use by Michigan community colleges wishing to conduct a self- study of their occupational programs, this manual provides step-by-step instructions and instrumentation for implementing the Program Review in Occupational Education (PROE) model. PROE is a component of the Michigan Community College Occupational Education Evaluation System (MCCOEES). An initial overview describes PROE, explains how it works, and discusses the additional option of an outside validation team's visit. The next section details the steps involved in a PROE self-study: (1) advance planning, which includes steps such as identifying programs and participants to be involved and events to be scheduled; (2) orientation for self-study participants; (3) completion of PROE questionnaires by faculty, students, and advisory committee members; (4) tabulation and analysis of data to create a program profile; (5) preparation of a written report; and (6) development of a college action plan. The validation visit is described in the next section, which focuses on the selection of the site visit validation team, preparation for the team visit, the validation visit, and the team's written report. The bulk of the manual consists of appendices, which include a suggested schedule and sample procedures for PROE self-studies; an agenda for the orientation meeting; a press release; PROE questionnaires; a suggested report format; and other relevant forms and guidelines. (LL)

Michigan State Board of Education. PREP: Program Review Extension Procedures Manual. Michigan Community Colleges. Lansing. Aug 1981, 103p.

The Program Review Extension Procedures (PREP) set forth in this manual are a flexible set of procedures and questionnaires designed for use by Michigan community colleges in evaluating non-occupational instructional areas. First, introductory material explains that PREP is not a component of, but rather a companion model to the Michigan Community College Occupational Education Evaluation System (MCCOEES); identifies the kinds of information gathered through PREP and how this information can be used; and discusses PREP's implementation. The next three sections explain the procedures and provide the instruments for evaluating: (1) general education requirements in occupational programs through surveys of students, occupational faculty, and general education faculty; (2) continuing education and community service through surveys of students, faculty and staff, and businesses and agencies; and (3) arts and sciences or transfer programs and courses through student and faculty surveys and other data sources. The final section offers instructions for analyzing the PREP data both manually and with a computer and offers guidance in presenting the findings. Appendices provide the PROE Occupational Faculty Questionnaire and Lansing Community College's Transfer Study Questionnaire. (LL)

Miller, Dale A.; Hurley, John A." An Experiment in Humanistic Management within Community College District Twelve." Centralia/Olympia, Washington. Community Coll. District Twelve, Centralia, WA. 8 Oct 1984 10p.

Community College District Twelve, a multi-college district serving a two- county area in southwestern Washington, has attempted to incorporate at administrative levels many of the humanistic, process-oriented principles of management discussed by Maslow and Maccoby. A concept of the ideal leadership style for District Twelve guides the selection process, evaluation, professional growth program and merit compensation for all administrators. Among the characteristics of the leadership styles that fit the District are an open door, encouraging access and free communication; a positive attitude; trust of fellow employees; and creative planning ability. The commitment in District Twelve to the ideal leadership style: (1) begins with the recruitment process, which relies heavily on extensive reference checks; (2) is reinforced through a merit evaluation process, which uses a survey feedback approach to obtain annual ratings of administrators by their peers, subordinates, and supervisor, as well as a goal-oriented evaluation process; and (3) is supported by a comprehensive professional development program growing out of the evaluation process. Though this experiment in humanistic management is still in its infancy in District Twelve, there are some preliminary indications that it is having a positive impact on administrative staff. (LAL)

Miller, Larry E.; Smith, Keith L. " Handling Nonresponse Issues," Journal of Extension, v21 p45-50 Sep-Oct 1983.
Discusses strategies for handling those who don't respond to mail questionnaires so that evaluation results are generalizable and valid. (JOW)

Miller, Michael K.; And Others. " Estimating the Effects of Community Resource Development Efforts on County Quality of Life," Rural Sociology, v49 n1 p37-66 Spr 1984.
Estimates impact of community resource development (CRD) programs on a variety of quality of life indicators for 73 Arkansas counties that were nonmetropolitan in 1960. Results indicate that few quality of life indicators were affected in the direction intended by CRD programs. Examines substantive and methodological implications of the findings. (Author/MH)

Morocco, Catherine Cobb " A "Working Assumptions" Approach to Early Program Evaluation." Apr 1980 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
This two-part paper describes the working assumptions approach to early program evaluation and illustrates the approach with a study of a new social science curriculum in American ethnic pluralism for community colleges. Part I begins by providing a rationale for early program evaluation and describing the working assumptions approach as a model which identifies the teacher and student behaviors and activities which are critical to program success. This section also describes and illustrates the development of the working assumptions model; considers the ethnographic data-gathering methods used; and discusses the uses of evaluation results. Part II reviews the use of this approach to field test prototype units of a new social science curriculum. This section describes: (1) the two ethnic pluralism units that were field tested and the materials they used; (2) the objectives of the field test; (3) the working assumptions model, which included one objective for faculty, seven objectives for students, and four general course goals; (4) the selection of five community colleges as test sites; (5) the data-gathering methods used, including a teacher log, teacher interviews, a student questionnaire, and classroom observations/field visits; (6) methods used to analyze data

and validate findings; and (7) findings and implications for further development and evaluation related to three of the eight working assumptions developed in the model. (AYC)

Morocco, Catherine Cobb. "Evaluating Multicultural Curricula in the Community College: A Sociocultural Framework," Evaluation and Program Planning: An International Journal, VIII, No. 2 (1985) 93-105.

A three-dimensional framework presents faculty, student, and curriculum variables critical to the implementation and outcomes of multicultural programs. The framework emerged from the formative evaluation of a new interdisciplinary social science curriculum and guided the design of the national field test of that curriculum in community college classrooms. (Author/ DWH)

Morris, Cathy, and John Losak. "The Role of Institutional Research in Evaluation of Nontraditional Programs: College Preparatory Analysis at Miami-Dade Community College," New Directions for Community Colleges, v14 n4 p3-12 Win 1986.

Offers examples of research efforts undertaken at Miami-Dade Community College to analyze the college preparatory program, considering early research using placement test scores, research using college-preparatory course enrollment data, and most recent research using a longitudinal database. Argues that the research process must proceed with whatever data are available. (DMM)

Morris, Pamela, and Suzanne Tuthill. " Internal Assessment as a First Step in Strategic Planning." Delaware Technical and Community Coll., Wilmington. 1 Sep 1986 25p.

The internal assessment process described in this report was initiated at the Wilmington/Stanton Campus of Delaware Technical and Community College in 1985 in preparation for a reaccreditation study and in response to a climate of rapid internal and external change. Following introductory comments on the campus, the purpose of the internal assessment is detailed and the roles played by the campus director, the steering committee, the Temple University team, the president's office, and the administrative council are described. Next, the two models used in the assessment design are explained; i.e., the diagnostic model which focused on cyclical changes in the technical, cultural, and political systems of the organization; and the survey-guided action research model, which focused on the college's environment, mission/strategy/ objectives, tasks, employees, organizational structure, emergent networks, and output. Samples of data collection instruments are provided along with a discussion of steps in study design and implementation. Finally, the outcomes of the internal study are examined, including: (1) the integration of strategic planning into the organizational structure; (2) the integration of strategic planning into the accreditation reaffirmation process; (3) the inauguration of the planning committee as a problem-solving group; and (4) the initiation of a staff development program for the instructional division. (EJV)

Mount Hood Community Coll. " Vocational Instructor Teaching Skills Project. Evaluating Your Teaching Effectiveness." Resource Packet. and Computer-Based Education. Resource Packet. Gresham, Oreg.; Portland Community Coll., Oreg.; Umpqua Community Coll., Roseburg, OR. [1984, 86p.

A project was conducted at Mt. Hood (Oregon) Community College to develop modules to upgrade the teaching skills of community college teachers. Two modules developed through this project, Evaluating Your Teaching Effectiveness and Computer-Based Education, are included in this document. The Evaluating Your Teaching Effectiveness packet consists of resource materials and evaluative tools to assist teachers in learning more about evaluating their effectiveness. (These materials supplement a videotape on teaching effectiveness.) Methods covered in the module range from a simple self-check list of teaching skills to a description of an in-depth teaching improvement process that uses several sources of feedback to determine teaching effectiveness and determine strategies for improvement. Materials in the packet are the following: (1) general overview of teaching evaluation, (2) effective teaching, (3) self-evaluation, (4) student evaluation, (5) small group instructional diagnosis, (6) peer evaluation, (7) teaching improvement process, and (8) bibliography. The Computer-Based Education (CBE) packet contains resource materials for further exploration of computer-based teaching. (The packet supplements the videotape of CBE and the first item in the packet is an evaluation form for the videotape.) Information in the packet includes the following: (1) a list of organizations concerned with CBE, (2) a list of educational magazines, (3) an annotated bibliography, (4) an offer of free Radio Shack courses in computers, and (5) an evaluation form concerning the resource materials. (KC)

Mountain Empire Community Coll. " Faculty Evaluation and Merit Pay at Mountain Empire Community College." Big Stone Gap, Va. 2 Jan 1985 49p.

Information is provided on various aspects of the faculty evaluation and development system at Mountain Empire Community College (MECC). The compilation includes: (1) a statement of the purposes of the faculty evaluation and development system; (2) evaluation procedures; (3) definitions of key terms; (4) an explanation of the Index of Success Rating (ISR), the main feature of MECC's faculty evaluation system, which determines salary, promotion, retention, and reappointment; (5) a timetable for evaluation, reappointment, non-reappointment, and promotion; (6) an explanation of the rating scale used in the evaluation; (7) a student opinion of instruction questionnaire; (8) faculty evaluation agreement forms and other evaluation materials for the Arts and Sciences Division, the Division of Mining and Industrial Technology, the Division of Business Technology, student services personnel, division chairs, and the Learning Resources Center; (9) explanations of how to obtain quantified ratings; (10) a merit raise worksheet; and (11) relevant sections of MECC's faculty compensation plan. (HB)

Murphy, Peter. " Vocational Students' Perceptions of the Learning Environment: A User's Prognosis," *Canadian Vocational Journal*, v19 n2 p16-19 Aug 1983.

If community colleges are to continue democratizing postsecondary education and providing the labor market with the skilled manpower the nation needs to sustain a high level of economic growth, better quality data on the effectiveness of programs must be available to both administrators and instructors. (Author)

Nichols, R. R. and J. S. Page. *Community and Neighborhood Areas, Lincoln County Oklahoma.* Washington: Bureau of Agricultural Economics, U. S. Department of Agriculture, 1941.

"The 'community' is generally a 'cluster of neighborhoods' which obtain all or most of their public services from one village or town. The consideration of schools seems to have influenced the association of neighborhoods into larger communities. Thechurch seems tomaintain its position as the main neighborhood institution.

Oregon State Univ. " The Development of an Evaluation Instrument for Computer Programs with Application in Vocational Education. Final Report." Corvallis. Vocational-Technical Education Dept. 9 May 1983 35p.

This project was conducted to develop and validate an evaluation instrument for computer programs with application in vocational education. The project consisted of six components: (1) review of existing evaluation models for educational computer software; (2) development of the evaluation instrument: (3) testing the evaluation instrument; (4) modification and revision of the evaluation instrument; (5) diffusion of the evaluation instrument; and (6) project administration. The evaluation instrument was developed with the cooperation and assistance of an active advisory committee, which recommended the incorporation of a user's guide into the instrument. The instrument and guide were developed to ensure freedom from sex and racial/ethnic bias and stereotyping and to meet the special needs of learners who are disadvantaged or handicapped or who have limited English competence. The evaluation instrument developed through this project will allow vocational teachers to evaluate software, hardware requirements, and usability. As a result of the project, the following recommendations were made: (1) evaluation instruments be disseminated to all secondary and community college vocational teachers; (2) a data-based computer management system be established to file the completed evaluations by vocational program area and level; and (3) the system be established as part of the Oregon State University/Oregon Department of Education Program Improvement Center to collect and maintain the database and disseminate the evaluations to teachers around the state. (The evaluation instrument and user's guide are included in the report.) (KC)

O'Reilly, Patrick A.; And Others " Evaluating Performances. Implementing Competency Based Education in Community Colleges, 4." Virginia Polytechnic Inst. and State Univ., Blacksburg. [1980] 31p.

After introductory material examining student skepticism toward testing and outlining the major problems encountered by instructors in test construction and grading, this monograph explores the optimum use of testing and performance evaluations in competency-based vocational education programs. Background information is then presented, including as assessment of the differences between "testing" and "evaluation," an outline of the major purposes of evaluation, and a description of commonly used evaluation techniques and testing instruments. Problems in evaluation are then discussed, in relation to the development of valid test measures, the statistical reliability of testing instruments, and the difficulty of assessing affective skills. The monograph then provides suggestions for (1) assuring the relevance of evaluations by using appropriate testing techniques, establishing a realistic testing environment, and basing evaluations on articulated course objectives and actual job requirements; (2) insuring that evaluation results are useful to both students and instructors; (3) simplifying evaluations by using efficient procedures for instrument construction and correction; (4) avoiding common measurement problems such as identifiable answer patterns; (5) converting the results of competency-based evaluations to traditional grades; and (6) using alternatives to traditional grades. (JP)

Ory, John C.; And Others "The Development and Field Testing of a Vocational Education Evaluation Model," Evaluation and Program Planning, v1 n4 p265-72 1978.

The development and field testing of a model used to evaluate the vocational education programs in a metropolitan community college system are reported; it can also be implemented on vocational programs at other institutions. (Author/JKS)

Palmer, James C. " How Is Quality Measured at the Community College?" 1983 18p.

Reviewing the community college literature in the ERIC database, this paper examines determinants and studies of institutional and programmatic quality. Following a discussion of the contemporary debate over educational quality and its importance for the community college, determinants of quality are discussed in five categories: (1) measures related to institutional resources, including number of course offerings, faculty characteristics and effectiveness, student characteristics, and financial support; (2) factors related to instructional and management processes, such as faculty evaluation systems, budgeting, educational delivery, and program evaluation; (3) student outcome measures, including follow-up of graduates' success in finding employment or transferring to a four-year institution; (4) value-added approaches to quality, which attempt to document student learning gains; and (5) measures related to curriculum structure and emphasis, including the degree to which general education and the liberal arts are integrated into vocational programs, and the question of academic standards. Next, a number of studies are reviewed exemplifying the use of outcome measures, value-added measures, and a decision-making approach. After noting the relative lack of quantitative research on the quality of community college education, the paper concludes that there is no consensus on the meaning of quality at community colleges and that quality judgements are often made on the basis of subjective rather than empirical observations. (LL)

Palmer, Jim. "Sources and Information: Faculty and Administrator Evaluation," New Directions for Community Colleges, XI, No. 1, (March 1983) 109-18.

Reviews a selection of the staff evaluation literature that appeared during the 1970s, covering problems in faculty evaluation; the student role; evaluation criteria, programs, and systems; and administrator evaluation. Includes a 47-item bibliography of ERIC documents and journal articles. (DMM)

Park, Betty Jean " The Center for the Study of Local Issues: A Vehicle for Applied Sociology," Teaching Sociology, v11 n1 p105-12 Oct 1983.

At the Center for the Study of Local Issues, at Anne Arundel Community College, Arnold, Maryland, students participate in research and development activities dealing with issues that have an impact on the local community. The emergence, structure, and activities of the center are described. (Author/RM)

Parsons, Michael H.; Ziegler, John A. " Hagerstown Junior College. Return to Industry by Career Education Faculty." Hagerstown Junior Coll., Md. 2 Nov 1981 56p.; Report prepared for the National Conference of the National Council for Staff, Program, and Organizational Development (Philadelphia, PA, November 2, 1981).

The community college student population has changed radically in recent years with the influx of more part-time students, minorities, women, and those changing careers. In many cases the perceptions and skills of faculty members have not kept pace with the changing educational and job expectations of these new students. Staff development programs, initiated to remedy this situation, often do not adequately serve occupational faculty, who must draw their expertise from the work place and who in many cases have not practiced their specialty for many years. At Hagerstown Junior College, the Return to Industry program was initiated to bridge the gap between changes in industry and occupational programs in the community college. The grant-sponsored project provides the opportunity for occupational faculty to reinforce, update, or expand the skills and knowledge required to keep current with changing technology in their professions. Since summer 1978, faculty members from 13 of the college's 14 occupational programs have returned to industry. Formative and summative evaluations of these experiences have revealed the strength of the concept and its benefits to the host industries, the participants, and the school. This descriptive report is appended by examples of the instruments used to assess faculty and industry needs, guidelines for industry-school cooperation, the faculty proposal format, criteria for evaluating faculty proposals, sample agreements, evaluation forms, and other related materials. (HB)

Piland, William E., and Tim L. Wentling. " Local Evaluation Practices in Vocational Education: A Comparison of Community Colleges and Secondary Schools," Community/Junior College Research Quarterly, v5 n3 p227-38 Apr-Jun 1981.

Reviews methodology and findings of a study comparing the locally directed evaluation (LDE) practices in vocational education between Illinois community colleges and secondary schools. Analyzes responses from 74 percent (N=29) of the community colleges and 51 percent (N=61) of the secondary schools with respect to LDE purposes, activities, staff involvement, and problems. (AYC)

Poole, Lawrence H., and Donald A. Dellow. " Evaluation of Full-Time Faculty," New Directions for Community Colleges, v11 n1 p19-31 Mar 1983.

Describes the multiple-data-based, full-time faculty evaluation system at North Country Community College, which assesses classroom and advisement effectiveness, professional development, and college and governance activities. Includes samples of various instructor evaluation forms. Defines the rating terms used. Discusses reappointment, tenure, promotion, and difficulties with the present system. (DMM)

Rasor, Richard A., and others. " Implementing Instructional Program Review: A Mini-Accreditation Approach to Self-Evaluation in Community Colleges." American River Coll., Sacramento, CA. Mar 1983 20p.

Guidelines are presented for implementing the self-evaluation model for instructional programs developed at American River College (ARC). After stating the reasons for conducting program reviews, the paper describes ARC's model, which uses a mini-accreditation approach to assess the extent of goal attainment within a broad category of activities and outcomes referred to as data elements. After recommending the department/program as the unit of evaluation and a 4-year cycle for reviews, the paper identifies departmental charges as identifying goals, translating goals into specific objectives, collecting and analyzing data, writing a self-evaluation report, and arranging for an outside review. Next, suggestions are offered regarding departmental involvement, the final report, objectives, and the use of the external visiting team. Following an outline of the steps involved in setting goals and objectives, the 13 data elements required in the review process are discussed, i.e., history of the department and forecast of future trends; information on similar programs offered by nearby colleges; enrollment trends; departmental costs; student characteristics and skill levels; academic standards, and retention and achievement rates; job placement data; consumer opinion of program graduates; opinions and performance of graduates; student opinions of courses; professional growth and achievement recognition of staff; curriculum and texts; and adequacy of support functions. Optional data elements and a sample statement of student objectives are included. (HB)

Rasor, Richard A.; And Others. " A Community College Instructional Program Evaluation Model Using a Mini-Accreditation Approach." Revised. American River Coll., Sacramento, CA. Mar 1983 14p.

American River College's (ARC's) model for evaluating instructional programs using a mini-accreditation approach is presented in this report. First, a rationale for program evaluation is provided, focusing on its role in future planning, improving existing programs, accounting for expenditures, and self- validation. Next, program evaluation is defined as a process for judging the extent to which a program has succeeded in achieving intended goals; and the essential characteristics of a scientific approach to program review are outlined. After specifying limitations of existing approaches (e.g., their subjectivity, quantitative nature, and association with program cutbacks), the paper outlines the main features of ARC's self-evaluation model, including: (1) the person with primary responsibility for evaluation--normally the dean of instruction; (2) the unit to be evaluated--a department, program or academic field; (3) the frequency of evaluation--once every 3 to 4 years; (4) the departmental self-evaluation--a process which includes definition of goals, measurement of goal attainment through data collection, and development of a self-evaluation report; and (5) evaluation by an outside team--an effort which involves validation of the self-evaluation report and production of a report summarizing the department's strengths, weaknesses, and directions for the future. Finally, alternative models for evaluation team membership are presented. Optional and required criteria for program evaluation are listed in an appendix. (HB)

Rasor, Richard A.; And Others. " Instructional Program Review: A Mini-Accreditation Approach to Self- Evaluation in Community Colleges." American River Coll., Sacramento, CA. Oct 1983 26p.

Program review is essential for long-range planning, financial accountability, and self-validation. One option for dealing with the limitations of many program review models is a mini-accreditation approach to assess the extent of goal attainment within a broad category of activities or outcomes. All members of the department being reviewed should be involved in the accomplishment of the following steps: (1) identify the goals and objectives of the department/program; (2) translate goals/objectives into observable and measurable outcomes; (3) collect data relative to goals/ objectives; (4) assess the success of goal attainment based on the data collected; (5) write a self-evaluation report which describes, appraises, and presents a plan of action for each goal; and (6) arrange for a team of evaluators from other departments or outside the school to review the self-evaluation report and make an on-site visit. Data elements which must be part of the departmental self-evaluation are departmental history and forecasts for the subject matter, duplication of programs at nearby institutions, enrollment trends, departmental costs, student characteristics and opinions, academic standards, grades, retention, job placement data, consumers' opinions of program completers, professional growth/achievement of staff, curriculum, texts, and adequacy of support functions. A comprehensive review by each department builds a foundation for accreditation and institutional goal setting.

Raulf, Judith F., and Marilyn C. Ayres. " The Challenge of Curriculum Development: From Idea to Reality," New Directions for Community Colleges, v15 n2 p9-23 Sum 1987.

Uses New Jersey's curriculum requirements as an example to present a model for the planning, development, approval, and evaluation of occupational curricula. Describes the steps of a three-phase development process involving program identification, program documentation and approval, and program execution. Considers evaluation needs. (DMM)

Reardon, Francis J. " Participant Perceptions of the Quality of In-Service Programs." Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems. Jan 1977 13p.

A survey was taken to elicit participants' perceptions of the quality of inservice courses in Pennsylvania. The 610 respondents represented a wide variety of school districts and inservice programs and were made up primarily of teachers, although nurses and administrators responded as well. The responses indicated very strongly that inservice courses are of high quality, are presented by people with excellent abilities to communicate knowledge, and are by and large more valuable than traditional graduate courses at colleges and universities. Results showed a high proportion (60 percent) of permanently certified people continuing to pursue educational development through inservice courses. This result suggests that there will continue to be a large demand for inservice courses so long as they continue to meet the needs of the participants. (DS)

Reese, Carol; Marsen, Louise. " Media Specialists Evaluation System." Brookdale Community Coll., Lincroft, N.J. Dec 1983, 7p.

Intended to provide a comprehensive system for the evaluation of a media specialist's total job performance, this three-part evaluation form is based on the St. Louis Community College's Faculty Evaluation System: Instructional Resources Faculty, August 1981. Designed for peer evaluation of media specialists, the first form includes a rating scale of five performance indicators and questions on which to focus when considering job performance. The second form allows for supervisory evaluation of media specialists through a 17-item rating scale. Finally, a team faculty evaluation form provides a seven-item scale. The forms cover such performance items as skills in communication, assisting others in the location of resource materials, development of materials, and teaching, as well as degree of cooperation, responsibility, subject knowledge, and consideration of fellow workers. (LMM)

Renz, Francis J. " Study Examining the Issues of Faculty Evaluation." 1984 12p.

A national study was conducted at the University of Texas to ascertain the current status of the practice of evaluating full-time faculty in public two- year colleges. Surveys were sent to the chief academic officer of 210 randomly selected two-year colleges requesting information on the climate of the organization when the evaluation system was implemented; the development of the purposes of and criteria used in evaluation; the procedures used in evaluation, appraisal review, and feedback; and the impact of the evaluation process. Based on responses from 141 institutions, study findings revealed: (1) many of the elements of a theoretical systems model for evaluation were practiced by the colleges surveyed, including input from the college constituency, an emphasis on classroom instruction, and the use of multiple sources and methods of evaluation; (2) evaluation elements that correlated significantly with satisfaction with the evaluation process included participation of college members in the formulation and implementation of the system, an emphasis on faculty improvement, and the use of clearly defined criteria and standards of performance; and (3) significant negative relationships existed between the evaluation system and respondent satisfaction where respondents were dissatisfied with a prior evaluation system, where collective barganing representatives had input into the development of criteria, and where the primary purpose of the evaluation was to satisfy external agencies. (HB)

Reynolds, Beverly. " Program Evaluation in Undergraduate Only Institutions," ACA Bulletin, n56 p12-13 Apr 1986.

Outlines factors to consider in program evaluation at community colleges: faculty, students, reasons for evaluations, and models. (PD)

Richart, Victoria. " Handicap Program Management and Evaluation: Comprehensive Plan for the Los Angeles Community College District for the Fiscal Years 1977-79." Los Angeles Community Coll. District, Calif. [1985],168p.

This report presents a plan for the evaluation of a handicap program as it was implemented at the Los Angeles Community College District (LACCD) in 1977- 79. Introductory material notes some of the other publications that deal with the evaluation system used in the LACCD and discuss the implementation of the 1977-79 plan. The next sections of the report highlight the LACCD's overall educational philosophy and its philosophy regarding handicap programs; provide information on the handicapped population to be served by the district, including a breakdown of handicapped student enrollment by disability; present goals for six program areas (i.e., special facilities, special education materials, educational assistance, mobility assistance, transportation, and program development services); and review proposed services and programs. The report provides a summary of the programs and services for the handicapped offered at each college by disability category (i.e., communication, physical, and learning disability); sample student intake forms; a summary of proposed program and service areas; and a review of evaluation procedures. A management and evaluation plan is also presented, identifying the target group, the task to be performed, how the task will be measured, the date of completion, degree of accomplishment, and comments. This section includes a timeline for evaluation of activities. A bibliography is appended. (HB)

Richardson, Russ, and Wayne Moore. "Faculty Development and Evaluation in Texas Community Colleges," Community/Junior College Quarterly of Research and Practice, v11 n1 p19-32 1987.

Discusses a study of faculty development programs at 62 Texas community colleges and the means by and extent to which the programs were evaluated. Reveals that most programs were group-oriented, perceived as effective, and offered at higher rates than in the past. Suggests ways to improve evaluation criteria. (DMM)

Roberts, Keith J. "Quantitative Program Evaluation Criteria." Sep 1986 12p.; Paper presented at the Annual Forum of the European Association of Institutional Research (8th, Loughborough, England, September 1986).

The Research, Planning and Development Office of Milwaukee Area Technical College has developed a program evaluation procedure that quantitatively assesses 13 variables considered to be important indicators of program viability. These variables are used in three separate stages of the program evaluation: program monitoring, in-depth program evaluation, and program reduction/discontinuance. Programs demonstrate their success in terms of their responses to 13 clearly defined criterion questions that can be answered with a simple yes or no answer. In addition each criterion is evaluated on a five point Likert Scale using specific quantitative standards. The evaluation procedure focuses on: (1) enrollment rate; (2) graduation rate; (3) graduate placement in appropriate field; (4) employer requests for graduates; (5) advisory committee recommendations; (6) cost per full-time equivalent student; (7) faculty productivity ratio; (8) relation to the college's mission; (9) needs assessment; (10) physical facilities; (11) equipment; (12) enrollment of female, minority, and handicapped students; and (13) availability of the same program from other agencies. Examples of how these criteria are applied are provided. (LAL)

Roe, Ernest; McDonald, Rod Informed Professional Judgment:

A Guide to Evaluation in Post-Secondary Education. 1983 321p.

A guide to evaluating teaching, courses, and programs of study is presented. Basic considerations in planning and conducting evaluations in higher education are reviewed, including information sources, methods, and data reporting. The processes of self-evaluation by teachers and evaluation by colleagues and students are examined. Sources of information for evaluating course units are identified, along with over 100 questions that could be asked during the evaluation. Suggestions for conducting evaluations when time and effort are limited are also offered. Sample evaluation instruments are provided, including assessment grids and a checklist for a modular course unit. Sources of information for evaluating programs of study and teaching in general are also specified, and sample instruments are presented, including an interview schedule for graduates of the social work course, a lecture questionnaire, and a form for the assessment of teaching ability. Exercises that were used in a series of workshops on evaluative skills cover course unit approval for a journalism course and an environmental chemistry course. Examples of evaluation reports for journalism, anthropology, and surgery courses are included. Jerome A. Winston's guidelines for planning data analysis in evaluative studies are also provided. (SW)

Rogers, Julia S.; Turner, Gloria A. " Judging Judicial Education: A Qualitative Approach to the Development of an Evaluation and Needs Assessment Questionnaire." 21 Nov 1986 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).

This study, undertaken in the summer of 1986, was to develop a comprehensive evaluation and needs assessment for the Alabama Judicial College. Qualitative research techniques (participant observation and in-depth interviewing) were applied to collect the necessary data. Judicial employees were observed in courtroom, office, training and social settings. Judges, secretaries to the judges, court clerks, court reporters, and bailiffs were interviewed. Based on the data collected, a "grounded" evaluation and needs questionnaire was developed. In the process of the study, there was a shift in emphasis from evaluation of past and present programs to perceived future needs. Participants expressed a desire for further education, employee orientations, better relations and coordination with the National Judicial College, and a better way of putting judges into office. The study concluded that the use of qualitiative methods to develop the "grounded" questionnaire was very thorough but time consuming and problematic. A taxonomic diagram of categories of questions with their code abbreviations and a diagram showing the Alabama Judicial System are included. The underlying evaluation questions and sample questions and comments from which they were derived are appended. (JAZ)

Romanik, Dale. " Preserving and Enhancing Quality: Program Evaluation." Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus. [1984] 21p.

Following a brief description of the development of Florida's statewide program review process for community colleges, this booklet offers information on the campus-level review plan of the Mitchell Wolfson New World Center Campus. Introductory materials indicate that the purpose of the campus review process is to highlight exemplary programs and to recognize the uniqueness of campus programs and students, while also monitoring factors considered important by the state. The next section looks at the role of various groups in the evaluation plan, including (1) the Academic Planning and Program Review Committee, which has responsibility for overseeing the evaluation activities and variables, constructing the instruments, and setting standards; (2) the Departmental Audit Report (DAR), which represents a formative evaluation strategy involving a routine monitoring of data to identify potential changes or problem areas within an academic department; and (3) the academic program review, which represents a summative evaluation concerning particular academic programs offered at the campus. Finally, a chart provides a summary of indicators for both the DAR and the academic program review. For each indicator, relative weight is assigned; standards, measures, and samples are delineated; and data sources are identified. Survey forms used in various parts of the review process are included. (LAL)

Romanik, Dale. Staff Evaluation: Commitment to Excellence. Miami-Dade Community Coll., FL. Mitchell Wolfson New World Center Campus. [1986] 17p.

This booklet describes the four major components of the staff evaluation plan currently practiced at the Mitchell Wolfson New World Center Campus of Miami-Dade Community College. First, introductory material indicates that the essential elements of the plan include a concern for staff development, improvement, and accountability, as well as the need to provide information for decisions on promotion, reappointment, and salary. Next, the four evaluation components are explained: (1) appraisal of full- and part-time faculty, which involves mutual goal setting, classroom visitations, student evaluations, and annual collegewide performance evaluations; (2) evaluation of non-teaching faculty and professional personnel, which involves an annual evaluation by the immediate supervisor; (3) evaluation of classified and staff personnel based on growth and development, improved work performance, and enhanced rapport between supervisor and employee; and (4) evaluation of campus administrators, which involves peer evaluation and climate surveys. Evaluation forms and a bibliography are included.

(LAL)

Rorie, Charles D. The Comparative Rating Scale Model: Occupational Program Evaluation in Higher Education. Texas Univ., Austin. Dept. of Educational Administration. Aug 1973, 191p.

A comparative evaluation methodology for vocational-technical education programs offered at public community colleges in Texas is described in this study. Evaluation concepts, design and methodology for comparative evaluation, trial of the comparative rating scale model, and feedback loop with recommendations for revision are presented. The comparative rating scale model was developed to provide a comparative rating of similar programs at different community coleges, giving each individual rating in the form of a single rating score. Steps in the development and use of this score are described in detail. As a result of the study it was recommended that the program evaluation section of the Texas State Plan for Vocational Education be thoroughly revised and more precisely delineated through development of a systematic methodology and review of data collection formats. (MF)

Rossi, Robert J. Development of Higher Education Product-Value Indexes. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. Sep 1981

To examine the relative attractiveness of program offerings for different types of higher education institutions and the relation of these offerings to the viability of the institutions, three data sources were used to derive eight composite indexes describing the market values of degrees awarded by colleges and universities. The indexes, termed Higher Education Product-Value Indexes (HEPVI), describe the program offerings and changes in program offerings over time for schools in six institutional sectors and 18 National Center for Higher Education Management Systems institutional classifications. Several of these measures are shown to be significantly correlated with the levels of distress experienced by higher education institutions in three of the six sectors. The principal data sources were the Higher Education General Information Survey (HEGIS), the "Occupational Outlook Handbook," published by the U.S. Department of Labor, and the annual surveys of starting salary offers made to recent graduates conducted by the College Placement Council. The eight indexes calculated for each institution were weighted by the proportion of degrees awarded by the institution at the various levels in each field. For research purposes, the HEPVI measures serve as first-approximation indicators allowing, for example, the examination of the relationship between program offerings at institutions and the financial health of these institutions. The HEPVI estimates are not suitable for evaluating or ranking individual institutions. Additional details and data relevant to the construction of the indexes are appended. (SW)

Roueche, Suanne D.; Roueche, John E. " Literacy Development: Foundation for General Education," *New Directions for Community Colleges*, v10 n4 p31-37 Dec 1982.

Discusses the place of basic literacy development in general education. Cites institutional policies and recommendations regarding general education objectives. Reviews the conclusions of a University of Texas study of the literacy demands of community college courses. Offers recommendations for concerted efforts to effect systematic development of community college courses. (DMM)

Rounds, Jeanine C. " Assessment, Placement, Competency: Four Successful Community College Programs." 1984, 41p.

Respondents to a 1982-83 survey of assessment practices in California's community colleges identified Sacramento City College (SCC), Fullerton College (FC), Sierra College (SC), and Victor Valley College (VVC) as having the most effective assessment/placement programs in the state. Interviews conducted on- site with at least three staff members involved in program administration, operation, or design at each campus gathered information on program development and testing policies; registration and assessment procedures; reactions to the program from counselors, students, and faculty; components leading to statewide recognition; and future directions. The interviews revealed that, although there were many differences among the institutions and among their programs, there were a number of similarities, including the following: (1) all of the colleges assessed a high percentage of entering students; (2) all relied heavily upon the computer, using it to provide a prescriptive printout for students within hours of assessment; (3) all but VVC required specific scores for entering English and language arts courses; (4) all but SC used a standardized assessment instrument; (5) administrative leadership and faculty involvement were important in all colleges; and (6) all schools but SC operated a testing office with opportunity for ongoing assessment. The study report includes profiles of each school's assessment program, summary findings, and appendices showing innovations. (HB)

Ruckle, Sharon. " A Process for Reassessing Institutional Direction," *Innovation Abstracts*, v5 n20 Jul 22 1983 22 Jul 1983 4p.

When a college conducts an accreditation self-study, it is best to begin by addressing basic philosophical questions about the college's mission and goals. American River College in Sacramento, California, began its process by responding to the following questions: (1) Can we be all things to all people? (2) Does open door mean open curriculum? (3) Should assessment be provided and for whom? (4) How much remediation should be offered and should there be a minimum student ability required? (5) What does "comprehensive" mean in terms of curriculum? (6) What student support services should be provided? (7) Do we define our programs and services in relation to our community? (8) What is the institution's responsibility to the student and the student's responsibility to the institution? and (9) By what criteria do we measure institution and student accountability? Using the charrette process (a technique which pools the talents of different people to study and develop a plan), consensus statements were developed by the faculty, administration, classified staff, student body, and board of trustees for each set of questions. These statements now form the basis for the ongoing planning process. (DC)

Russ-Eft, Darlene F. " Formative Evaluation of the 1979 Museum Survey Form." American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. Jun 1979 63p.

Since the last comprehensive museum survey was conducted in 1971-72, no current data has been gathered about the museum field. Because the field has not remained static it has become difficult to apply the 1971-72 survey findings to current museum situations. Because of this, the National Center for Education Statistics (NCES) was requested to conduct a survey of museums and provide relevant data. NCES, in turn, requested the Statistical Analysis Group in Education (SAGE) to provide assistance in the development of the survey by conducting informal interviews with museum directors. This report, which is the result of the interviews, contains a discussion of issues and information needs facing museums and the justification for the inclusion of the nine sections of the questionnaire. These sections are (1) purpose and governing authority, (2) collections and exhibitions, (3) conservation, (4) education and public programs, (5) accessibility and attendance, (6) personnel, (7) finance and budget, (8) security, and (9) facilities. Concluding the report is a copy of the proposed survey and a list of definitions for terms which appear in the survey. (APG)

Ruth, Lester R." A Model for Evaluating Learning Resources." 19 Jun 1981 30p.; Paper presented at the Florida Statewide Conference on Institutional Research (Fort Lauderdale, FL, June 19, 1981).

In 1977-78 and again in 1980-81, extensive evaluations of learning resource services at Lake-Sumter Community College (LSCC) were conducted to determine: (1) the extent to which the Learning Resource Center (LRC) contributes to the stated purpose of the college; (2) the extent to which it meets its own objectives; (3) the extent to which the LRC provides benefits beyond its stated objectives; (4) the effectiveness of various LRC activities; and (5) the adequacy of resources allocated to the LRC. The study involved student and faculty surveys, which asked respondents to rate various aspects of the LRC and to provide usage data, and the collection of statistical data on subject- area collections, growth by collection, circulation by subject area, attendance, use by community members, users of library services, LRC expenditures, and LRC physical facilities. Responses from 43 faculty members (47% of those surveyed) and 208 students revealed that the ratings of the LRC services were generally good, with the ratings of LSCC personnel higher for the library than for the media center. Of the responding students, 57% used the library more than twice a week; 68% used the media center less than once a week. The study report explains methodology and limitations, summarizes findings, and presents recommendations for future use studies. Extensive appendices include survey results and instruments and data on the LRC's collections, use, facilities, and services. (KL)

Ryan, G. Jeremiah. " A Shortcut to Estimating Economic Impact," Community/Junior College Quarterly of Research and Practice, v9 n3 p197-214 1985.

Describes a project which developed an alternative model for determining the economic impact of community colleges in New Jersey. Explains methods used to substitute for student and staff surveys, and the retail gravity model. Includes the instrument used to determine the individual college and statewide impacts and a bibliography. (AYC)

Sanders, I. T. and O. Ensminger, "Alabama Rural Communities: A Study of Chilton County," *Alabama College Bulletin* (1940).

"Neighborhoods, communities, and other phenomena are studied as aspects of the social organization of the county. The 'neighborhood cluster' method of delineating and studying communities is described."

Sanders, Lola; Creaghan, Sidney. " Parents and Children Evaluated Our Program," *Instructor*, 83, 9, 44-5 May 1974.

Authors secured the help of parents in working out new approaches to their educational aims. (Author/RK)

Sanderson, D., "Rural Social and Economic Areas in Central New York," *Cornell University Agricultural Experiment Station Bulletin*, 614 (1934).

"Calculates service areas for towns, and proportions of population served in town and open country."

Districtwide "Program Review: 1980-81." San Mateo Community Coll. District, Calif. 28 Jan 1981 30p.

A three-phase districtwide review of academic and occupational programs was initiated in the San Mateo County Community College District in March 1980. Phase I of the review involves a cost/yield efficiency study of programs and a determination of enrollment growth or decline over a 2-year period. Phase II of the process includes an in-depth review involving qualitative and quantitative measures and information gathering on program elements such as facilities and scheduling, student flow, community and job market needs, course retention rates, and cost analysis. All programs are to receive a Phase II review every 5 years; however, those programs showing an enrollment loss greater than 10% over a 2-year period or that fall in the bottom quintile of the cost/yield rankings will have first priority for review. Upon completion of a Phase II review, recommendations for improvement are made and if a program continues to have serious weaknesses, it enters Phase III. This phase leads to a recommendation to retain, consolidate, or eliminate the program. The bulk of the report consists of attachments covering criteria for Phase I program review; processes, procedures, and questions for Phase II review; categories of academic and occupational programs subject to review; a flow chart; faculty and student questionnaires on the operation of Phase II; and a Phase I program review of the College of San Mateo, which includes enrollment and efficiency indicators, a rationale for excluding programs, and a list of excluded programs. (HB)

Saterfiel, Thomas H. " Second Annual Report: Program of Research and Evaluation for Public Schools (PREPS), 1977-1978." Mississippi State Univ., State College. Bureau of Educational Research. Oct 1978 142p.

This document is the second annual report of the activities of the Program of Research and Evaluation for Public Schools (PREPS). The mission of PREPS, a consortium of public school districts in Mississippi, is to aid member schools in obtaining quality data from which curricular and administrative decisions can be made. Technical assistance rendered includes research design, evaluation design, statistical interpretation, and training workshops for local staff members. Section 1 of this book contains summaries of the local projects from each of the member school districts. Section 2 contains the technical report of the PREPS overall project, which investigated the relationship between teacher attitudes, characteristics, and delivery of instruction to standardized achievement test results. Section 3 reproduces a speech about local accountability. (Author/LD)

Schaffer, A., "A Rural Community at the Urban Fringe," Rural Sociology, 23 (1958), pp. 277-85.

"An inquiry into the changing external relationships of a rural school district in North Carolina brought about by transportation developments of the 20th century."

Schermerhorn, Gerry R.; Williams, Reed G. " An Empirical Comparison of Responsive and Preordinate Approaches to Program Evaluation," Educational Evaluation and Policy Analysis, v1 n3 p55-60 May-Jun 1979.

A study to compare the impact of responsive (case study) and preordinate (questionnaire) approaches to program evaluation was conducted among 29 professional personnel affiliated with Southern Illinois University School of Medicine. Respondents preferred the responsive approach to the preordinate method; however, the responsive approach was more expensive. (MH)

Schultz, Raymond E.; Webb, Carl. " A Screening Model for Community College Program Evaluation," New Directions for Community Colleges, v7 n1 p11-29 Spr 1979.

Describes an evaluation model which employs available data for curriculum evaluation; discusses three modes for its use; and reports on tests of the model. Its components are: enrollment characteristics, cost analysis, instructional conditions, student success, and utilization of instructional space. Tables illustrate the model. (MB)

Seitz, James E. " Program Reassessment, Reduction, and

Redirection," New Directions for Community Colleges, v9 n1 p59-67 Spr 1981.

Discusses the importance of occupational program reassessment in resource allocation and program planning. Provides suggestions concerning reassessment planning, goals, and systematic implementation. Recommends a reassessment structure that promotes objectivity. Identifies the areas that should be evaluated, and provides examples of measures of productivity and program resources and activities. (DD)

Selig, Susanne M; Kugler, Marianne. " Working in the Culture of High Unemployment: The Impact of Unemployment on Urban Educators," Urban Review, v17 n4 p269-77 1985.

The impact of community educators of remaining employed in an area with high unemployment was studied. The subjects serve as a liaison between elementary school children, parents, and community agencies offering services to needy children. Changes in subjects' health, job responsibilities, and perceptions of their effectiveness are discussed. (MCK)

Sheldon, M. Stephen. "What Is a Vocational Student? Why VEDS IS Inadequate," VocEd, LVIII, No. 6 (September 1983) 30-32.

Criticizes the Vocational Education Data System (VEDS) because it tries to apply a universal criterion to institutions and individuals which are not comparable. Discusses the California Statewide Longitudinal Study that found a better way to evaluate college programs on the basis of student outcomes. (JOW)

Skavery, Stan. "Continuing Education and the Community College." [Feb 1982] 36p.

Drawing upon relevant literature, this paper addresses various aspects of the administration, design, and evaluation of community service programs in community colleges. First, the paper considers administrative issues. It proposes an administrative structure for the Community Services Division, outlines the duties of the dean and director of community services, and discusses the application of management-by-objectives within the proposed administrative structure. After profiling the mission and characteristics of a fictional community college, the paper proposes a model community services program, which includes the use of facilities and services by the community, community educational services, assistance in community development, and the provision of cultural and recreational activities. The following sections focus on elements of program design, emphasizing the importance of community involvement, of designing a community-based curriculum with an orientation to the educational needs of the future, and of formulating learning activities relevant to community needs and appropriate for adult learners. Next, the many populations seeking service from the community college are profiled, and emphasis is placed on the variety of educational opportunities required of effective community service programs. Finally, the paper considers the evaluation of community service programs in terms of objectives, administrative responsibility, and methods. (KL)

Smith, Al " A Conceptual Framework for Staff Evaluation," New Directions for Community Colleges, v11 n1 p3-18 Mar 1983.

Provides a historic perspective for staff evaluation and descriptions of conceptual frameworks used in evaluation program planning. Recommends the Southern Regional Education Board's framework for faculty evaluation that includes the development of evaluation purposes; areas for examination; essential evaluation criteria, standards, and evidence; and appropriate sequential procedures. (DMM)

Smith, Al. "Evaluation in U.S. Community College Staff Development Programs," California Journal of Teacher Education, v8 n4 p68-84 Fall 1981.

A study attempted to identify criteria used to assess faculty development programs in community colleges and to describe the extent to which these colleges believed the evaluation standards were being met. Extensive conclusions are drawn and recommendations are made. The appendix contains the survey questionnaire. (JN)

Smith, Al. "Preserving and Enhancing Quality through Effective Program Evaluation," New Directions for Community Colleges, v14 n1 p71-77 Mar 1986.

Asserts that program evaluation can identify weaknesses in a community college's curriculum and ways to overcome these weaknesses. Discusses reasons for program evaluation, state-level evaluation efforts in Florida, and two examples of campus program evaluation plans. Offers a curriculum planning model for the 1980's. (AYC)

Smith, Al, Ed. " Evaluating Faculty and Staff." New Directions for Community Colleges, Number 41. ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif. New Directions for Community Colleges, v11 n1 Mar 1983 Mar 1983 123p.

The articles in this collection focus on processes for evaluating community college faculty and staff and highlight successful and unsuccessful evaluation practices. The collection includes: (1) "A Conceptual Framework for Staff Evaluation," by Al Smith; (2) "Evaluation of Full-Time Faculty," by Lawrence H. Poole and Donald A. Dellow; (3) "Evaluation of Part-Time Faculty," by Richard L. Behrendt and Michael H. Parsons; (4) "Evaluation of College Administrators," by James L. Wattenbarger; (5) "Concerns about Using Student Ratings in Community Colleges," by William E. Cashin; (6) "Staff Selection and Certification Issues," by Myron R. Blee; (7) "Faculty Development: A Necessary Corollary to Faculty Evaluation," by James Hammons; (8) "Establishing Successful Faculty Evaluation and Development Programs," by Raoul A. Arreola; (9) "Evaluating, Developing, and Promoting Community College Staff," by Frank Adams; (10) Al Smith's concluding comments in which he reviews legal considerations of staff evaluation and offers predictions for the future; and (11) "Sources and Information: Faculty and Administrator Evaluation," by Jim

Smith, Donald K. " Academic Program Audit and Review as a Means of Resource Reallocations." Education Commission of the States, Denver, Colo. Inservice Education Program.; State Higher Education Executive Officers Association. Dec 1975 10p.; Paper presented at a Seminar for State Leaders in Postsecondary Education (Denver, CO, December 1975).

Causes contributing to academic program audit and review becoming a means of resource reallocation in higher education are considered, along with principles relevant to its management, and major issues surrounding its development and implementation. The current interest in the audit and review of established academic programs is linked to declining enrollments and budgets. The university is forced to identify and abandon or alter programs or activities that are less essential so that the vitality of that which remains is protected. Organizing principles used in program audit and review in the University of Wisconsin System are addressed. A starting principle was that the audit and review was a responsibility and activity to be conducted by the faculty, or shared governance agencies, of each institution. A second principle pointed to the need to distinguish between program audit as a process of identifying programs that should be given intensive review, and program review as the comprehensive and intensive examination of a particular program. The review, rather than the audit, would lead to recommendation that a program be phased out or changed. A third major principle developed in Wisconsin policies and procedures is that the institutional processes of audit and review should be perceived as an integral part of institutional planning, rather than a crisis reaction to fiscal stringency. Among the issues surrounding development and implementation of program audit and review are the following: whether the excision of academic programs saves money, whether external evaluations could provide more acceptable decisions than faculty members assessing the programs of colleagues, and whether audit and review would generate efficiencies in the use of resources sufficient to repay the direct costs of conducting the review. (SW)

Smith, M. F.; And Others. " Criteria to Assess Program Choices," *Journal of Extension*, v21 p13-19 Nov-Dec 1983.

This problem selection model for extension programing presents 20 criteria grouped in the categories of mission, indication of need, community support, impact, and organizational support and provides guidelines for weighing and evaluating the criteria when making program decisions. (SK)

Smith, Ronald C. " Why Program Review?" Anchorage Community College, Alaska. [1984] 28p.

The program review process described in this report was developed at Anchorage Community College (ACC) after 3 years of experimentation and adjustment. Following a brief overview of the factors that instigated the effort, the report sets forth the assumptions and definitions underpinning the review process. Next, a series of suggestions are presented for educators interested in developing a formative review process, followed by a schedule of review tasks and a statement on the composition of the review committee. The report then outlines the performance criteria in the assessment of program quality; i.e., clear program goals; goal-congruent, instruction-related activities; consistency of the program with students' educational intent; integration of the curriculum with that of other programs and the institution as a whole; satisfactory vertical mobility (i.e., articulation with other ACC or university programs); effective personnel utilization; cost effectiveness; and strategic advantage. The next section identifies program review outcomes which include a program review data sheet containing information on enrollment history, student demographics, staffing patterns, degrees/certificates patterns, demand for the program, student follow-up, grades, staff development, budget, equipment, facilities, related programs, accreditation, and advisory committee liaison; and a status report placing the program in a positive, conditional, probation, or terminal category. Finally, a program review manual provides additional detail on the process, staff responsibilities, and the data sheet. (AYC)

Stanley Associates."Energy Conservation Field Projects. Phase 2: External Evaluation. Document II: Appendices." Edmonton (Alberta). Oct 1982, 182p.

Provided are appendices which contain supporting documentation related to an external evaluation of the Phase 2: Energy Conservation Field Projects. Objectives of this program were to: test the generalizability of the energy conservations measures outlined in "Guidelines for Conserving Energy in Alberta Schools" and augment these guidelines as required; develop standards of energy consumption for Alberta schools by school type and size, and on the basis of climate; and provide lighthouse projects readily accessible by personnel from surrounding jurisdictions. Material contained in the appendices includes: energy conservation retrofitting by school and zone; district energy conserving policies; curriculum activities outline; Rocky View energy conservation week activities and principal/teacher comments; energy consultants' workshop materials; interview questionnaire for senior school board administrators and school officials; comments expressed during interviews with senior school board administrators and school officials; building quality restoration program energy conservation projects questionnaire; bibliography; and list of individuals contacted during the evaluation. (JN)

Starnes, Paul M.; Wellman, Fred L. "Statewide Planning for Instructional Programs," New Directions for Community Colleges, v7 n1 p31-39 Spr 1979.

Describes the process for the development of new community college curricula and their approval by the Illinois Community College Board (ICCB), ICCB's classification and definition of instructional programs, ICCB's evaluation of instructional offerings, and the types of cooperative and contractual agreements for offering instructional programs. (MB)

State Univ. of New York. "The Economic Impact of SUNY Community Colleges. Analysis Paper No. 823." Albany. Office for Community Colleges. Sep 1982 6p.

A complete assessment of the impact of community colleges should not only focus on primary college missions, but also on the economic impact of the colleges on their local communities and the state. In calculating the economic impact of the community colleges of the State University of New York (SUNY), three assumptions should be made: (1) expenditures by the colleges and their members and revenues and services generated by the colleges' presence have a significant impact on the local economy; (2) in most cases, SUNY community colleges that conducted formal impact studies (less than 50% of the schools) found that they had an annual positive economic impact that approximated their annual budget; and (3) statewide economic impact is impossible to measure since most dollars spent in conjunction with college operations originate and remain in state. An individual college seeking to determine its economic impact should systematically estimate the financial transactions of the college itself and its faculty, staff, and students. The most basic of these estimates are first-round impact measures. In the public sector, these should take into account government funds and services, monies charged back to other counties, and taxes paid by the college and its constituents. In the private sector, data should be collected on the direct expenditures of the college and its members. Estimates should also be made of the secondary impact of college expenditures with respect to employment opportunities, secondary demand for goods and services, and additional taxes paid by businesses and their employees. Impact studies provide evidence for taxpayers and legislators to justify investment in community colleges. (HB)

Stearns, Marian S. "Evaluation of the Field Test of Project Information Packages: Volume I--Viability of Packaging. Final Report." Stanford Research Inst., Menlo Park, Calif. Dec 1975

The United States Office of Education (USOE) in 1973 commissioned the creation of Project Information Packages (PIPs) that could fulfill USOE's aims for a cost-effective mechanism for disseminating exemplary programs beyond their developers to school districts with less successful compensatory educational projects. Three volumes report the first year results from a two-year field test of PIPs. Volume I reports on the viability of the packaging concept based on the first year of PIP project implementation. The concept of PIPs is examined so that the evaluation can show which parts of the concept appear sound, which do not work, and which can be remedied. The report also explores whether, on the basis of PIPs, packaging can be considered a feasible dissemination device for USOE to employ. The six PIPs selected are described, as are the physcial features of the package. Seventeen school districts participated as field-test sites of the PIPs. Since two of these districts had been assigned two PIPs each, there were 19 projects in all. The major portion of the report concerns the evaluation design and the PIP project outcomes in terms of student achievement, student attitudes, and staff and parental attitudes. (Author/MLF)

Stedman, Donald J. "Improving Teacher Education: Academic Program Review." Southern Regional Education Board, Atlanta, Ga. 1980 13p.

A general discussion of the quality of teacher education program evaluation is presented. Program evaluations typically go beyond assessment of minimum standards to more comprehensive reviews of: (1) the strengths and weaknesses of programs; (2) the effectiveness of the "products" of the educational activity; (3) the relationship of the programs to such "external" factors as demand for graduates; (4) productivity of the program; (5) specific characteristics of faculty, students, curricula, facilities, and resources available for program improvement; and (6) the energy, competence, and vitality of program leadership. The key features of a program review are outlined, and the major findings are listed. Recommendations are made for improvement of evaluation of teacher education programs. Some specific program evaluation activities in Florida, Kentucky, Louisiana, North Carolina, Texas, and Virginia are described. (JD)

Steele, Joe Milan; And Others." An Instrument for Assessing Instructional Climate through Low-Inference Student Judgments." *American Educational Research Journal*, 8, 3, 447-66 May 1971.

The Class Activities Questionnaire, designed to measure both cognitive and affective emphases in the classroom via student perceptions, is developed and used to evaluate the Illinois Gifted Program. (DG)

Steiner, Stuart. " Genesee Community College Self-Study and Evaluation." 16 Mar 1983 17p.; Paper presented at the Conference on Institutional Self-Assessment (Madison, NJ, March 16, 1983).

A description is provided of the self-study program review process developed by Genesee Community College (GCC) as an alternative to the traditional Middle States evaluation process. First, the paper examines the history of self-study at GCC from 1980, when a committee was created to coordinate a study of the college which would fulfill accreditation and state reporting requirements; include widespread participation by the college faculty and staff; complement GCC's long-range planning process and strengthen its research capability; encourage interaction within the college community; and promote professional development. Next, the roles and responsibilities of the Self-Study Steering Committee and self-study writers are delineated, and incentives for the participation of faculty members are noted. After listing the topics addressed in program self-studies (e.g., program history, goals, effectiveness measures, cohesiveness, and plans), the paper addresses the improving qualities of the program self-study reports, the importance of information sharing within the internal committee structure, and the dissemination of self-study findings. Finally, the benefits and limitations of GCC's review process are outlined. (HB)

Steuart, T. Al; Rathburn, C. B., *III Quality: A Decision-Making Approach. A Report of the Program Quality Indicators Project of the Florida Community/Junior College Inter-Institutional Research Council, 1981-82*. Florida Community Junior Coll. Inter-institutional Research Council, Gainesville. Jun 1982 332p.

The project described in this report was conducted to identify what information about program characteristics was considered most useful by administrators in Florida's community college system in making decisions about program quality and to produce profiles of program characteristics to facilitate the decision-making process. Chapter I contains an introduction to the project, its purposes, rationale, and scope. In Chapter II, literature is reviewed on a decision-oriented model of educational evaluations that served as the basis of the project, on attempts in higher education to address the question of quality, and on other related topics. Chapter III discusses the types of information to be used in quality evaluation decisions and outlines the project's design and methodology. In Chapter IV, the results of a survey of 450 administrators at 24 of Florida's community colleges are presented in sections dealing with respondents' characteristics, results for all respondents, and results by respondents' program area, by administrative area, and by selected institutional and personal characteristics. Chapter V contains a summary of the project and its results and 24 recommendations, including that quality be evaluated by program area rather than by institution. Appendices include classifications used in the data analysis, the questionnaire, and detailed survey results. (HB)

Stufflebeam, Daniel L. Standards for Evaluations of Educational Programs, Projects, and Materials. 1981

Thirty specific standards developed as guiding principles to maintain the utility, feasibility, propriety and accuracy of evaluations in educational programs, projects and materials are presented. Utility Standards include Audience Identification, Evaluator Credibility, Information Scope and Selection, Valuational Interpretation, Report Clarity, Report Dissemination, Report Timeliness, and Evaluation Impact. Feasibility Standards include Practical Procedures, Political Viability, and Cost Effectiveness. Propriety standards include Formal Obligation, Conflict of Interest, Full and Frank Disclosure, Public's Right to Know, Rights of Human Subjects, Human Interactions, Balanced Reporting, and Fiscal Responsibility. Accuracy Standards include Object Identification, Context Analysis, Described Purposes and Procedures, Defensible Information Sources, Valid Measurement, Reliable Measurement, Systematic Data Control, Analysis of Quantitative Information, Analysis of Qualitative Information, Justified Conclusions, and Objective Reporting. By following these guidelines, evaluators can serve the practical information needs of a given audience by conducting realistic, prudent and frugal evaluations that are ethical and valid in reflecting the study objects' features and merit. Each standard is defined with its purpose and procedural guidelines. Difficulties in applying standards and tradeoffs are discussed with cases illustrating the standards which are relevant to broad evaluation functions. The rationale and development of the standards are discussed. (CM)

Tatum, James B.; And Others. "Presidential Evaluation for Community Colleges. Report of the ACCT Special Committee on Presidential Evaluation." Association of Community Coll. Trustees, Annandale, Va. Feb 1986 23p.

Community college board members and chief executives alike recognize the importance of a professional approach to the evaluation of a chief executive, but few exemplary approaches can be found among American two-year colleges. Because of the importance of this matter, a committee was appointed by the president of the Association of Community College Trustees (ACCT) to study the issues and render a report that would be helpful to boards seeking to create a positive climate for chief executive evaluation. Any presidential or chief executive evaluation is best undertaken when there is a commitment to conduct the process with mutual respect; the board has a desire to enhance the presidency; there is an understanding of the policy-making role of the board and the administrative role of the chief executive; there is a recognition that evaluation takes place in any case and that a structured evaluation enhances communication; and there is agreement regarding the mechanics, format, and standards of the evaluation. Information for a presidential evaluation could be drawn from the following sources: (1) a position description; (2) an annual report presented by the chief executive; (3) an annual audit report presented by an outside auditing firm; (4) reports presented by accrediting teams and state agencies; (5) written reports from the chief executive to the board; (6) observation of the chief executive in a variety of settings; (7) an assessment of the extent to which goals and objectives have been fulfilled; and (8) feedback from all constituencies. Board members and chief executives need to view the process as a tool for improving the institution by improving the climate in which the chief executive will work. A two-page bibliography concludes the document. (LAL)

Terwilliger, Gloria. "Evaluating the Role of the Learning Resource Center," Community & Junior College Libraries, I, No. 4 (Summer 1983) 23-32.

Explains a multifaceted process for evaluating the operation of learning resource centers (LRCs). Identifies the underlying management principles critical to evaluation. Proposes self-evaluation by staff, evaluation by faculty, and student surveys as methods of LRC assessment. Includes sample evaluation instruments. (CBC)

Thaden, J. F., "The Lansing Region and its Tributary Town-Country Communities," Michigan State College Agricultural Experiment Station Special Bulletin, 302 (1940).

"This work '...is devoted to the determination of the boundaries of the natural areas surrounding the 35 or 40 towns and cities in the Lansing district and to a study of their reciprocal relationships.' High school hardware, newspaper, banking, clothing, and R.F.D. service areas were mapped out by plotting data obtained from personal interviews; anmd composite service areas were determined by superimposition of these maps. The high school area had the greatest resemblance to the composite service area."

Tobias, Earole; And Others Faculty Performance Management System: The Faculty Development/Evaluation System at Beaufort Technical College, 1986-1987 Revised. Aug 1986 67p.

Designed for faculty members at Beaufort Technical College (BTC) in South Carolina, this handbook describes the college's faculty evaluation process and procedures. The first sections of the handbook explain the rationale and method for the faculty evaluation process, state the purposes and objectives of the system, and offer a model which breaks the faculty role into teaching and instruction, student advisement, college service, community service, and professional development. Next, the five-point scale used to rate faculty performance in each area is presented. A calendar of events is followed by an explanation of the weighting system used in the evaluation; a chart displaying the percentages associated with each evaluation area; information on the peer appeals panel; and an explanation of the determination of overall ratings. The bulk of the handbook consists of appendices providing information and sample forms related to the Faculty Performance Management System, student evaluation of faculty, student evaluation of advisors, and the evaluation portfolio's contents. (LAL)

Tomlinson, K. Larry "Comprehensive Evaluation: Benefit or Burden?"Community College Social Science Journal, IV, No. 3 (Spril 1982) 1-10.

Reviews developments in faculty evaluation since 1968. Considers various evaluation models (e.g., Teacher Performance Test, comprehensive evaluation, and student evaluation). Concludes that rather than improving faculty performance, the emphasis on teacher evaluation has resulted in more faculty mistrust, lower self-esteem, less innovation and commitment, and more nonprofessionalism, reclusivity, and apathy. (DMM)

Upper Mississippi River ECO-Center"Evaluation and Progress Report for "Operation Awareness"--A High School Adventure Course in Environmental Studies Via Canoe-Camping." Thomson, Ill. 1973

The goals of "Operation Awareness", a 1974 summer program involving coeducational high school canoeing, camping, and study, were to acquire knowledge; acquire outdoor living skills; promote involvement in a conservation work project; and provide the opportunity for social, emotional, and physical growth through group living. Students, who paid a $20 fee for the course in its second year, were required to study certain subjects and complete one work project and one environmental impact study to earn academic credit for the course. Approximately 15 students participated in planning and decision-making phases of the 5-day course which included 4 days and 3 nights of canoeing and camping activities following a full day of instruction on such topics as Mississippi River history, outdoor skills, first aid, safety, and making environmental impact studies. Students enrolled because of the appeal of the outdoors and to experience canoeing and camping. They also enjoyed the planning stages and the togetherness afforded them, but felt there was not enough freedom or time to rest. The course was valuable because it taught personal strength, skills, and appreciation of both home and outdoors. Students rated the course as challenging, fun, hard, adventuresome, and interesting. The report contains equipment lists, information sheets, evaluation form, and test. (SB)

Vaile, R. S., The Small City and Town. Minneapolis: University of Minnesota Press, 1930.
"An early attempt to estimate the minimum numbers of people required to support given establishments is included."

Valencia, Richard R. " The School Closure Issue and the Chicano Community: A Follow-up Study of the "Angeles" Case," Urban Review, v16 n3 p145-63 1984.
Follows up a study of a case in which three predominantly Chicano elementary schools in Santa Barbara, California, were closed due to declining enrollment. Investigates psychological maladjustment, academic decline, parental involvement decline, and adverse community impact. Concludes that the closure created a significant burden on a large majority of the affected families. (KH)

Van Allen, George H." Students Rate Community College Faculty as Slightly Above Average," Community College Review, v10 n1 p41-43 Sum 1982.
Describes the results of a student assessment of teacher performance in the North Carolina Community College System, in which 65 percent of the faculty were rated between average and above average. Concludes that student evaluation affords a powerful device for describing teacher effectiveness. (DMM)

Van Wijk, Alfons. "Organizing Management to Maximize Community College Impact," New Directions for Community Colleges, v10 n2 p79-91 Jun 1982.
Describes incentives that motivate faculty and staff to expand or contract their efforts toward institutional goal achievement. Probes causative factors related to job satisfaction and recommends strategies for improving management. Concludes that faculty job satisfaction programs are essential to faculty and administrative efforts to improve community college effectiveness. (DMM)

Vogler, Daniel E.; Manley, Katherine K. " CETA Impact: Community Services," Community Services Catalyst, v12 n3 p18-21 Sum 1982.

Describes the past, present, and possible future influences of the decade-old Comprehensive Employment and Training Act (CETA). Highlights community services and continuing education linkage activities. Presents policy considerations regarding participants, organization, personnel, finances, curriculum, and evaluation. Illustrates programmatic linkages between prime sponsors and community colleges. (DMM)

Wallin, Desna L. "Faculty Development Activities in the Illinois Community College System." Lincoln Land Community Coll., Springfield, Ill. [1982] 25p.

A study of faculty development activities in the community colleges in Illinois was conducted to determine what faculty development activities were being conducted; to determine whether orientation activities were felt to improve instruction; to compare the effectiveness of on-campus, inservice activities and off-campus, professional activities; to contrast the usefulness of group and individual activities; and to identify methods used to evaluate faculty development activities. Questionnaires were mailed to the chief academic officer at each of the 52 community colleges in the state. Study findings, based on a 75% response rate, included the following: (1) 94% of the colleges held an orientation activity for new contractual faculty, 89% provided orientation for part-time faculty, 100% conducted inservice activities, 92% provided some degree of funding for attendance at professional meetings, and 86% offered sabbatical leaves; (2) the majority of the respondents perceived orientation activities to be useful for the improvement of instruction, though orientation for part-time faculty was not perceived as positively as that for full-time faculty; (3) professional activities were perceived as being somewhat more useful than traditional inservice activities for the improvement of instruction; (4) with some qualifications, group activities were considered more useful than individual activities; and (5) evaluation efforts were found to be sporadic and somewhat unsophisticated. (LAL)

Washington State Student Services Commission. "Student Assessment Task Force Report." Washington State Board for Community Coll. Education, Olympia.; Washington State Student Services Commission, Olympia. 16 May 1985 28p.

A description is provided of the work of the Student Assessment Task Force, which was charged by the Washington State Student Services Commission Executive Board to "provide leadership to the state system on the topic of assessment." Following background information on the charge of the task force and a statement of its objectives and philosophy, the report addresses the following issues: (1) the purposes and outcomes of assessment; (2) the percentage of community college students entering the system with basic skills deficiencies (50%-70% for English, 46%-66% for reading, and 53%-85% for mathematics); (3) components of model assessment programs currently in existence in the Washington community colleges (e.g., integration of assessment, advising/orientation and registration, automated systems for scoring and data collection, trained test administrators, no fee or low fee for students, techniques aimed at anxiety reduction, and self-assessment of students' self-concept and motivation); (4) cooperative efforts made by faculty and student services staff members to improve assessment services; (5) research or follow-up analysis; (6) access to the data generated by assessment; (7) the educational and/or experiential preparation needed by a coordinator of assessment; (8) criteria for selecting assessment instruments; and (9) the funding issues raised by survey data. The report concludes with task force recommendations, a report summary, a list of survey respondents and contact people, and a bibliography. (LAL)

Watkins, Richard W.; Corder, Reginald. Student Outcomes and Participant Opinions in Experience-Based Career Education Schools. External Evaluator's Final Report on the Experience-Based Career Education Programs, Volume VI. Appendices. Educational Testing Service, Berkeley, Calif. Jun 1977

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The appendix for the report on Student Outcomes and Participant Opinions in Experience-Based Career Education (EBCE) Schools (TM 006 927) presents data on which that report is based, plus copies of the questionnaire and interview forms used. Test copies are not included, but test score distributions and analysis of covariance of reading and mathematics achievement test scores are presented. Chi-squared tests are presented for other data comparisons when relevant. Data are presented separately for each of the four EBCE schools and for control schools. For each EBCE school, data are presented separately for current students, parents, former students, and resource teachers. (CTM)

Wattenbarger, James L. "Evaluation of College Administrators," New Directions for Community Colleges, v11 n1 p45-55 Mar

1983.

Deems administrator evaluation a necessary part of a total plan for institutional evaluation and quality assurance. Finds the benefits and advantages of administrator evaluations closely related to college mission. Reviews unstructured, structured, rating scale, critical incident, and goal setting/goal achievement approaches, considering the goal-oriented approach most productive. (DMM)

Webb, Melvin W., II." A Scale for Evaluating Standardized Reading Tests, with Results for Nelson- Denny, Iowa, and Stanford," *Journal of Reading*, v26 n5 p424-29 Feb 1983.

Uses a scale to analyze three tests used for assessing community college students' reading levels: The Stanford Diagnostic Reading Test (SDRT), the Nelson-Denny Reading Test (NDRT), and the Iowa Silent Reading Tests (ISRT). Judges the ISRT to be the best and the NDRT to be unacceptable according to the criteria of the scale. (FL)

Weber, Jerry. "Assessment and Placement: A Review of the Research," *Community College Review*, XIII, No. 3 (Winter 1986) 21-32.

Reviews research on student assessment and placement, focusing on problems and questions; methods of assessment; establishing cut scores; and evaluation of course placement systems. Includes an extensive bibliography. (LAL)

Western Association of Schools and Colleges*Handbook of Accreditation and Policy Manual. 1981 Edition*. Aptos, CA. Accrediting Commission for Community and Junior Colleges. 1981 144p.

Designed by the Accrediting Commission for Community and Junior Colleges (ACCJC), this handbook outlines the standards, procedures, and policies for the accreditation of community and junior colleges in California, Hawaii, Micronesia, Guam, and American Samoa. Part 1 states the conditions for achieving and maintaining accreditation, focusing on eligibility, accreditation candidacy, accredited status, application procedures, periodic review, and appeal. Part 2 discusses the use of standards for accreditation in self-study, accreditation team visits, and review by ACCJC. The standards themselves are also presented, covering institutional goals and objectives; educational programs; instructional staff; student and community services; learning, physical, and financial resources; governance and administration; and district/system relationships. Part 3 examines the institutional self- study, describing the format and content of four types of accreditation reports and the documentation required for accreditation visits. Part 4 outlines procedures for evaluation teams, visits, and reports, and part 5 reviews the procedures used by the ACCJC for accreditation actions. Part 6 details commission policies related to, for example, the purposes of accreditation, public access, the role of officers, practices and ethics, review and appeal, and information disclosure. Appendices include a list of accrediting agencies, a glossary, and suggestions for institutional self-study. (HB)

Willmer, Wesley Kenneth, "The Small College Advancement Program: Managing for Results." Council for Advancement and Support of Education, Washington, D.C. 1981 155p.

Based on a research study that assessed the process of institutional advancement at selected small, independent colleges, this monograph provides data designed to help small college presidents, trustees, and advancement personnel focus on the advancement of their institution rather than its termination. Chapter One discusses the concept of institutional advancement, the significance of the study and the procedure of the study. Chapter Two examines the framework of the study. Chapter Three provides data on institutional identification, general management, fund raising, institutional relations, publications, alumni programs, government relations, and general organizational charts. Chapter Four looks at assessment in the areas of institutional commitment, authority and organizational structure, personnel resources, advancement activities and function, and evaluation as an integral part of advancement. The final chapter offers a brief conclusion which suggests that effective advancement must be accompanied by external factors such as state and federal government cooperation. Appendices include the questionnaire and cover letter used in the study, colleges participating in the study, and suggestions for additional research. Tables and a bibliography are provided. (LC)

Wing, Paul. " Emerging Relationships Between Community Colleges and State and Local Agencies," New Directions for Community Colleges,v10 n2 p51-64 Jun 1982.

Explores forms of impact between community colleges and state and local agencies. Emphasizes the relationships between institutional goals and agency needs. Outlines strategies for improving understanding of institutional impact through the identification of consensual goals and the exchange of information about institutional goals and program outcomes. (DMM)

Wisgoski, Alfred, and Hans A. Andrews. "Assuring Future Quality: Removing Incompetent Faculty." 14 Apr 1986 14p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-17, 1986).

Two of the essential ingredients of institutional quality are the recruitment of quality staff and the systematic evaluation of all staff. To be effective, evaluation must be supported by the governing board, must be conducted by competent administrators with histories as superior teachers, and must be based on clearly defined personnel policies and procedures. Illinois Valley Community College (IVCC) offers an example of an effective evaluation system, which since implemented at the college more than a decade ago, has been steadily refined. The system has significantly enhanced the quality of instruction through the termination of ineffective faculty and staff and through the promotion of quality performance by the staff who remain. The IVCC system involves the following characteristics: (1) all tenured and non-tenured, full-time and part-time faculty are evaluated; (2) the board sets evaluation policy; (3) faculty evaluation begins when new persons are hired; (4) faculty are evaluated through direct classroom observation; (5) evaluation is conducted at the beginning of the term; (6) faculty are evaluated only by administrators, rather than by students, peers, or themselves; and (7) merit recognition of outstanding faculty efforts is a part of the administrative evaluation system. By removing poor instructors and rewarding excellent instructors, IVCC has improved its total faculty and instruction for its students. (The paper includes a list of suggestions and considerations regarding teacher dismissal.) (AYC)

Witt, Allen A. " Excellence through Exit Evaluation: The Florida Experiment." 1987 13p.; Graduate seminar paper, Institute of Higher Education, University of Florida.

From 1946 to 1976, the field of higher education operated in a growth-based mode, encouraged by government decisions and financed by government funds. During the massive recession and exploding federal deficits of the early seventies, however, legislators began examining the real value of higher education, and asking whether higher education was worth its cost. As a result, colleges have been forced to seek new methods of proving the quality of their educational product. One method, evaluation through exit testing, and in particular Florida's College Level Academic Skills Program/Test (CLASP/CLAST), has directly effected the subject matter taught in the college classroom. In concept, the CLASP/CLAST tested 59 communications skills and 56 computation skills that every college student should master during the first 2 years of college to ensure that the college was doing its job. In reality, however, the results of the CLAST have been used to rank institutions. Though two- and four- year college faculty were heavily involved in identifying the skills to be tested, developing the CLAST instrument, and establishing cut-off scores, the end result of the CLASP was to establish state government control over the content of education in Florida. CLASP/CLAST has had positive effects in a number of areas, including student gains in measured competencies, increased articulation between institutions, and the improvement of the reputation of the community college system and accompanying increase in public confidence. On the other hand, critics point to negative consequences, including the tendency to view CLAST scores as predictors of upper division performance, the redirection of resources and objectives toward a single examination which has limited the breadth of educational experience in the lower division, and the inherent unfairness of passing a student through an educational system for 2 years, then denying him/her a diploma because of one examination. (EJV)

Wood, George S., Jr., and Alanny Wood," Eds Midwest Research-to-Practice Conference in Adult, Community, and Continuing Education. Proceedings (Muncie, Indiana, October 3-4, 1986)." Ball State Univ., Muncie, Ind. Inst. for Community Education Development. Oct 1986 175p.

The following papers are included: "Schoolhouse in the Factory: The Phenomenology of Literacy" (Berlin); "The Self-Directed Learning Projects of Employed, Married Mothers" (Boyce); "The Forever Plan: Adult Men Who Continue in Postsecondary Education Compared with Those Who Drop Out" (Brown); "Burnout and Associated Factors among Administrators/Mid-Managers of the Cooperative Extension Service in the North Central Region" (Clark); "Recreating the Problem of Participation: An Example of Research to Practice" (Courtney); " Factors Affecting Displaced Workers' Participation in Education and Training Programs" (Dean); "The Tacit Dimension of Practical Knowledge and the Utilization of Research in Adult Education" (Dirkx); "Siddhartha's Spiritual Odyssey: An Analysis of Herman Hesse's Siddhartha Based on Fowler's Stages of Faith Development" (Ferro); "The Relationship between Anomia, Life Satisfaction and Education-Related Variables among Older Adults" (Fisher); " Professional Certification: A Critical Research Issue" (Galbraith and Gilley); "Assessing Training and Development Needs" (Grimstad); "Factors Leading to Job Satisfaction and Dissatisfaction in Adult Basic Education" (Heresz and Orem); " The Role of Interpersonal Communication in Teaching and Learning Situations" (Ihejieto-Aharanwa); "Graduate Studies in Adult Education: An Analysis of Doctoral Programs and Professional Opinions" (Kowalski and Weaver); "An Analysis of Selected Personal Variables Associated with Persistence in a Nontraditional, Liberal Arts Upper-Division Degree Program" (Langenbach and Korhonen); "Identifying the Adult Literacy Research Needs of Indiana: Utilization of the Nominal Group Technique" (Ludden and Wood); "An Analysis of Factors Contributing to the Advancement of Women in Senior Managerial Positions" (Lyons-DeHority); "Application of the Community Education Process Model" (Marshall); "The Creation of Deviance among Adult High School Noncompleters: Relationship of Preadulthood Stigmas with Adult Life-Styles" (Martin); "Returning Adult Women Students: What Are Their Special Needs?" (Muench); "The Measurement of Learning Style: A Critique of Four Assessment Tools with Implications for Research and Practice" (Sewell and Coggins); " Program Evaluation in Adult Education: A Survey of Participants in a University Summer Program" (Snoddy and Levine); "A Whole Language Approach to the Teaching of Adults: A Close Look at Writing" (Soifer and Simmons); "Is to Know to Do?" (Steele); "Age Differences in Student Perceptions of Adult Learner Needs in Selected Community Colleges" (Thompson); "An Ethnology of Physicians for Social Responsibility: Nonformal Adult Education for Social Change" (Turner); "Factors Affecting Self-Esteem in Adult Undergraduate Students" (Van Ness); "Computer Awareness for Adults" (Young and Vernon); and " Issues in the Practice of Action Research" (Zuniga and Smith). (MN)

Woyach, Robert B.; Love, Janice. " Citizenship and World Affairs: The Impact of a Community-Based Approach to Global Education," Educational Research Quarterly, v8 n1 p36-47 1983.

Research was conducted to test whether a community-based approach to citizenship education could raise college student perceptions of their stake and efficacy in world affairs. The community-based approach was clearly associated with an increased perception of the importance of local and nongovernmental decision makers in world affairs. (BW)

Wright, Calvin E., and Yungho Kim. " Implementation of the California Community Colleges Occupational Education Program Evaluation System. Summary of Activities Performed to Provide Support Services." Educational Evaluation and Research, Inc., Menlo Park, Calif. Jun 1985, 165p.

As part of an effort to make the system for the evaluation of California community colleges' occupational education programs more relevant and efficient, a project was undertaken to provide the coordination and support services necessary to accomplish this revision. The primary objective of the project was to involve college practitioners, research and evaluation specialists, and business/industry representatives in redesigning and field testing the Occupational Education Evaluation System. More specific objectives were to facilitate: (1) development of the instruments and procedures required for the revised evaluation system; (2) assessment of the reliability and validity of the instruments used; (3) development of an evaluation system insuring the involvement of local program advisory committees and the maximum coordination with the colleges' accreditation process; (4) implementation of data collection, processing, and analysis procedures; and (6) assessment of the performance of the redesigned evaluation system. The accomplishment of these objectives involved providing support for the Advisory Committee for Evaluation and Research, conducting a formative assessment of the redesigned system, assisting in designing and implementing data processing procedures, and assisting in the development of statewide reports of the evaluation. Discussion on project accomplishments and recommendations are included. Among the appendices are sample evaluation forms, evaluation results, data tables, and guidelines for statewide occupational education advisory committees. (Author/EJV)

Yarborough, N. Patricia " Taking a Look at Cost Effectiveness via Faculty Loads," *Community and Junior College Journal*, v52 n5 p21-24 Feb 1982.

Explains and illustrates a method of measuring institutional cost effectiveness, which considers the following criteria: numbers of students, credit hours, and courses taught per semester; overhead; instructional costs; and salaries. (DMM)

Yess, James P. " A Guide for the Systematic Review of Academic Programs." Massasoit Community Coll., Brockton, Mass. Apr 1983 19p.

Designed as an aid for faculty and administrators, this paper presents guidelines for reviewing academic programs. After introductory material discusses standards of educational excellence and methods of assessing the quality of academic programs, the next section presents a guide for a systematic program review, setting forth a series of questions which address traditional academic concerns, other factors related to "value-added" evaluation, measurement of student services, and congruence of goals and program characteristics. These questions focus on: (1) general descriptive information about the institution, program, and methods used in program evaluation; (2) historical information about the curriculum and enrollments; (3) admission criteria, student assessment, and orientation programs; (4) faculty evaluation, salaries, development, professional achievements, and responsibilities; (5) facilities and equipment; (6) library and other learning resources; (7) affiliations and interinstitutional cooperation; (8) sources and levels of financial support; (9) self-assessment of the program's strengths, weaknesses, goals, resources, and support; (10) recommendations for changes; and (11) a plan of action to implement the recommendations. The final section presents a method of implementing the program review through a self- evaluation process and assessment by an external review team. (HB)

Yosemite Community Coll. District. *Assessment Guide*. Modesto, CA. 4 Oct 1983 76p.

The assessment process outlined in this guidebook was designed to provide an overall plan and structure for the ongoing review and updating of all undertakings in the Yosemite Community College District (YCCD). First, an overview of the assessment process outlines its three major elements: the basic information system; periodic reviews conducted at the unit, college, and district levels; and the revisions and reallocations called for by the review process. After a discussion in section I of planning in general, section II presents information on the annual review and planning process used at the unit level, including a discussion of pre-planning steps and ways of developing the operational plan. Section III describes the planning process at the college level, covering mission, goals, and priorities and instructions for college-level review. Section IV discusses the process of financial accounting in California's community colleges, providing an overview of the categories into which all funds and accounts must be consolidated and the classification of revenues and other financial resources. Finally, section V describes the financial accounting process used in YCCD, including information on the district's accounting code structure and a schedule of revenue and expenditure codes. The guidebook provides the forms to be used in the assessment process at the unit, college, and district levels. (HB)

Young, Raymond J., and Yoswa Gwalamubisi. "Perceptions about Current and Ideal Methods and Purposes of Faculty Evaluation," Community College Review, XIII, No. 4 (Spring 1986) 27-33.

Reports on a survey of 117 full-time faculty and 36 academic administrators in six rural Washington community colleges conducted to assess perceptions of current and ideal purposes and methods of faculty evaluation. Reveals a high positive relationship between faculty and administrator attitudes. Includes a literature review. (AYC)

Young, Richard E.; Cunningham, Clarence J. " Extension Output Measures as Identified by Extension Clientele. Summary of a Study in Extension Evaluation or Research." Ohio State Univ., Columbus. Cooperative Extension Service. Jul 1977 20p.

A technique to measure the quality of agricultural extension programs by the clientele was developed and tested. The study was conducted in three major steps. First, unstructured interviews of forty-eight farmers and agribusiness persons in seven Ohio counties were conducted to identify those factors they considered when evaluating their county's extension agricultural program. The forty-four factors were identified and were categorized as methods, personal qualities of the agent, and quality of extension information. Second, a questionnaire was sent to 248 farmers asking them to rate the importance of each of the forty-four factors. Based on a factor analysis of the responses, a questionnaire was developed which consisted of forty-three factors classified in the following four subscales:

information, extension agents, extension methods, and educational program. During the third and final step of the study, the questionnaire was sent to 400 farmers and agribusiness persons in eight counties while six extension professionals, using a paired-comparison procedure, rated the quality of the programs in the same counties. The results of this last step indicated that the instrument and the subscales are reliable. It is recommended that the instrument be used by others, both as an evaluation tool and for further research. (The questionnaire is attached.) (EM)

Zammuto, Raymond F.; And Others. " Development of the Two-Year Version of the Institutional Performance Survey." National Center for Higher Education Management Systems, Boulder, Colo. Nov 1985 113p.

The purpose of this report is to describe the development and field testing of a two-year college version of the National Center for Higher Education Management System's (NCHEMS) Institutional Performance Survey (IPS), an instrument designed to provide information on the perceptions of various groups about the overall functioning and performance of the institution. The report explains the impetus for developing the two-year IPS; steps in redesigning the instrument, which included the solicitation of comments from a panel of administrators, faculty, and staff in three community college systems; and the field testing of the modified IPS at Montgomery College (MC), Maryland. Appendix A presents the version of the IPS developed for the MC field test. Appendix B offers an extensive executive report on the MC study, presenting a digest of the responses of administrators, associate staff, support staff, tenured and untenured faculty, and faculty at each MC campus for questions related to changes in the college environment, enrollments, revenues, institutional functioning, college culture, institutional strategy, resource allocation, and institutional effectiveness. (RO)

Zepeda, Richard A.; Krueck, Thomas G. " Evaluation of Career Education in Dallas." Dallas Independent School District, Tex. Dept. of Research and Evaluation. [Apr 1975 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975).

The concept of career education in the Dallas Independent School District maintains that each student should have the option of preparing for a neaningful, fulfilling career while enrolled in school. Career education programs are divided by grade level and stress career awareness (3-7), career exploration (7-9), and career preparation (10-12). Evaluation of these programs provided project personnel with useful information pertinent to operation and the viability of each program as viewed by all segments of the community.

SECTION II

OTHER SOURCES

Anderson ,S.B. S. Ball, and R.T Murphy. *Encyclopedia of Educational Evaluation.* San Francisco: Jossey-Bass, 1975.

This comprehensive summary of the field of evaluation provides an easily referenced presentation of eleven concept areas: evaluation models, functions and targets, program objectives and standards, social context of evaluation, planning and design, systems technology, variables, measurement approaches and types, technical measurement considerations, reactive concerns, and analysis and interpretation.

Anthony, Robert B. "Education in the Year 2000," *Clearing House*,Vol. LVIII.

Amarillo College.*Program Review Instrument*,Amarillo,Texas 1988.

Apple, Michael W. " Curriculum in the Year 2000: Tensions and Possibilities," *Education Digest*, Vol. LI (November, 1985), 182-187.

Badenbaugh, Edgar H.,and Bobby Anderson. "Communicating For the Accomplishment of Educational Goals," *Clearing House*, Vol. LI (September, 1986), 41-45.

Bakalis, Michael. "American Education and the Meaning of Scarcity, (Implications of Declining Enrollments)," *Education Digest*, Vol. LI (November, 1985),174-179.

Bateman, Worth. "An Application of Cost Benefit Analysis to the Work Experience Program." American Economic Review Papers and Proceedings of the Seventy-ninth Meeting of the American Economic Association. Vol. LVII, No. 2 , (May, 1967), 80-90.

Bell, Nathan, and Joseph Zapach." Gatner Community Advice on Setting School Goals,"*American School Board Journal*, (May 1985).

Setting goals for a community's schools should be a group effort, and in Binghamton, New York it is. Goal setting is the task of a committee of people. Each participant receives a copy of the list for review and then the committee meets in subgroups for discussion; next the groups are rearranged for a good mix of all participating groups to draft a statement.

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